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ABSTRACT

Schools are not what they used to be because our society is not what it used to be. The articles appearing here discuss ways that schools can supply future societal need. The articles include: (1) "The Educational Quality Improvement Process Model" (David G. Burgess); (2) "Total Quality Management: How It Works in Schools" (Yvonne V. Thayer); (3) "Skills for Success in the 21st Century: A Developmental School Counseling Program" (Nancy S. Perry); (4) "A Quality Approach to Career Development" (Rebecca Dedmond and others); (5) "The Principal-Counselor Relationship in a Quality High School" (Deborah E. Cooper and Susan B. Sheffield); (6) "A Practical Group Counseling Model" (Dorothy J. Scrivner Blum); (7) "Integrated Learning Units" (Charlotte Murrow Taylor; (8) "A Crisis Intervention Team Model" (Carolyn S. Graham and others); (9) "School-Based Assistance Teams" (Leslie S. Kaplan); (10) "The Teacher Advisor Program" (Robert D. Murick and Andrew K. Tobias); (11) "Tomorrow's Leaders Helping Today: Peer Programs" (Sandra Peyser Hazouri and Miriam Smith McLaughlin); (12) "Mentoring Programs" (Patricia G. Henderson); and (13) "Telling and Selling Customer Satisfaction: Advocacy" (Rosalie S. Humphrey and Judi A. Myer). The essays were assembled with three goals in mind: (1) provide a model for implementing the principles of Total Quality Management (TQM); (2) show how providing quality school counseling programs will benefit all children and facilitate restructuring of schools into quality organizations; and (3) provide the professional school counselor with practical ideas and strategies to assume leadership roles within the school. To show what TQM looks like in education, the Educational Quality Improvement Process Model (EQUIP) is presented. The book is organized around the four components of the EQUIP model: want, believe, know, do. Part One explains EQUIP in the context of what schools should want. Part Two outlines TQM and gives examples of how this approach is used today. In Part Three, an infusion model of career development is presented and Part Four provides practical approaches for implementing TQM in the school. The examples should help school counselors develop a team-approach to quality counseling that is integrated into the central purposes of the school. (RJM)

AND THE PROFESSIONAL SCHOOL COUNSELOR

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QUALITY LEADERSHIP AND THE PROFESSIONAL SCHOOL COUNSELOR

Edited by

David G. Burgess
Rebecca M. Dedmond

ASCA
American School Counselor Association

Quality Leadership and the Professional School Counselor

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To those school professionals who know that continuous self-improvement is a journey without end.

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FOREWORD

As a school superintendent who is involved in school improvement and restructuring, I am well aware of two things: 1) our schools must change if our society is to survive, and 2) how resistant to change most people are.

Schools are not what they used to be because our society is not what it used to be. In 1940 teachers considered as the greatest threats to the educational process students who talked out of turn, chewed gum, made noise, ran in the halls, and got out of line. Fifty years later, the greatest threats are drug and alcohol abuse, pregnancy, suicide, and rape. Serious social issues are an everyday part of the school agenda.

As if this were not alarming in its own right, a recent study of literacy conducted by the U.S. Department of Education showed that an alarming number of Americans—almost half of our nation's 191 million adults—are severely or functionally illiterate. Perhaps even more alarming was the finding that half of the individuals who scored in the lowest 20% were high school graduates. This at a time when we are moving toward an information-driven, service-oriented, technological society within an international marketplace.

So at a time when American businesses need employees who can function in self-managed teams, who can measure and monitor their own work, our schools are not supplying them. The need for assembly-line rote skills is disappearing rapidly because of technology. Yet, in many parts of America, school reform has come under attack for emphasizing process skills for students (especially critical thinking and problem solving) in addition to mastery of academic content. Indeed, relatively few Americans seem to realize the implications of an ill-equipped work force in a service-oriented, information-driven society.

In this book Burgess and Dedmond discuss issues that can have a major impact on how schools can supply better what our society needs as we prepare to enter the next century. They:

- create a model for educational restructuring that any school district can adapt;
- provide practical examples for how school counselors can help create a new kind of graduate who is better prepared to enter the marketplace;
- create a new leadership paradigm for school counselors themselves.

Communication and problem solving among individuals as they are introduced to new ways of doing things is critical. Since school counselors are communication experts—educators who spend their professional lives helping others to make changes—this book can provide school administrators with what amounts to a new tool as they confront the challenge of change on a daily basis. Now more than ever we need to develop quality school counseling programs.

Dr. Mark A. Edwards
Superintendent
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ABOUT THE EDITORS

David Burgess, MPA, has been a force for change within the school counseling profession for several years. After 10 years as a school counselor, in 1989 he became elementary school counseling program supervisor for the Virginia Department of Education. His task was to help implement a legislative mandate placing school counselors in more than 1,000 elementary schools. David worked closely with the Virginia School Counselor Association to ensure quality implementation, and Virginia school districts have since developed some of the finest elementary counseling programs in the country.

As an officer in the U.S. Coast Guard Reserve, David became involved with total quality management (TQM) in 1990. He is certified as a TQM facilitator and is involved in implementing TQM principles into daily operations of the U.S. Coast Guard. David also serves as co-team leader for the Virginia Department of Education's Commitment to Quality partnership project with Xerox Corporation.

With the 1991 publication of *Total Quality Counseling: A Comprehensive Manual for Elementary/Middle School Counselors*, David was able to bring together ideas from his 10 years' experience as a school counselor and the principles of total quality management. David's association with the American School Counselor Association has included presenting at the first Advocacy Institute in 1993.

David is also an adjunct professor at Virginia Commonwealth University, and runs his own part-time consulting firm. He and his family live in Richmond, Virginia.

Rebecca M. Dedmond, EdS, LPC, has been a counselor and career development specialist for 18 years. She has served as an elementary school counselor and career coordinator with Guilford County Schools (North Carolina), and has worked as a counselor at the elementary and high school levels and at the James Madison University counseling center in Harrisonburg, Virginia. She has been a career development and career counseling specialist with the Virginia Department of Education for the past seven years, where her primary responsibilities include working with school divisions to deliver a comprehensive career development program, K–12. She is an adjunct professor at Virginia Commonwealth University in Richmond, where she is completing her doctorate in urban studies.

Rebecca has made numerous presentations to various audiences at local, state, and national conferences in parenting; career development; career needs of gifted students; business, community, and education collaborations; and quality counseling. She has written articles and book chapters, produced videos, and researched and developed career materials. She is an education consultant and cofounder of The Agere Foundation, a private non-profit organization for the advancement of school and business collaborations. She maintains a private counseling practice with an emphasis on career counseling and spouse relocation counseling.

Rebecca currently serves as president of the National Consortium of State Career Guidance Supervisors and is past president of the Association of State Career Guidance Supervisors. She is a member of the American School Counselor Association and various affiliate organizations. She has served in leadership positions in the North Carolina and Virginia counselors associations and the state and national career development associations. Rebecca was selected Virginia career counselor of the year in 1990.

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INTRODUCTION

David G. Burgess and Rebecca M. Dedmond

Quality Leadership and the Professional School Counselor was prepared with three goals in mind:

- to provide a model for implementing the principles of total quality management (TQM) and the philosophy of continuous improvement of work processes in education;
- to show how providing quality school counseling programs will benefit all children and facilitate restructuring of schools into quality organizations; and
- to provide the professional school counselor with practical ideas and strategies to assume leadership roles within the school.

In this book we have translated the powerful ideas of the total quality management movement from the business world to the world of the school counselor and the educational environment in which the counselor operates.

Rosalie Humphrey (1993), past president of the American School Counselor Association, has said, "Performance in a leadership role in the school is a new and unique concept for the school counselor. We have always seen ourselves as facilitators, not managers and directors. This new paradigm for the school counselor's role in the 21st century is not a contradiction to our training; in fact, it is a more complete use of our highly unique skills."

Put in a historical context, America is now in a third era of management of its businesses and industries (Brown, 1991). Management of public schools has paralleled closely these same management styles. First was the craft shop/family farm era. The worker made things for customers he knew; there was a sense of intimacy in work processes. The little red schoolhouse is an educational example.

The second stage was the factory/mass-production era where standardization became critical. Henry Ford's Model T is a classic example of a standardized output; the customer could get any color as long as it was black, and workers were treated as interchangeable parts. Organizations gained efficiency, but lost intimacy. The majority of public schools, especially secondary schools, still use this model of managing students and teachers.

Forward-thinking businesses and schools are now entering a third era. They have learned how to combine intimacy with efficiency; this approach is called total quality management. In quality organizations self-managed teams measure and monitor their own work processes, with the goal of customer satisfaction driving their efforts (Burgess, 1992). The beginnings of this type of management can be seen in the site-based management educational movement.

How is quality defined? There is no one answer; however, a commonly accepted definition is: quality means doing right things right. It is the customer who determines whether the right thing was done (in business, by purchasing and being satisfied with the product purchased; in government, by satisfaction gained from the services offered). Satisfied customers are the key to success in both. Doing things right refers to how well services or products are delivered to the customer. Stated another way, doing things right means doing them efficiently. The key is to satisfy the customer.

In a total quality school or business, if employees are not providing what their customers need, no matter how good the services or products are, the organization will not be successful. An example of doing right things right would be a high school counseling department developing, evaluating, and continually improving a comprehensive developmental school counseling program based on the needs of students (the school's primary customers), parents (external customers of the school), and teachers (internal customers). An example of doing right things wrong would be that same counseling department relying on a 1:1 career counseling approach to meet the career development needs of all students. Counseling is not wrong, of course, but the 1:1 approach cannot meet the needs of all students, no matter how good the counseling might be.

It is important to understand what TQM is not. It is not just one more program, nor is it a quick fix. TQM is a set of principles designed to focus on the needs of an organization's customers and on ways to improve continuously the work processes that make up its systems.

Who is the primary customer of the educational process? Unique to education, the student is both customer and product (graduate) of the process. Glasser (1990) maintains that the student is also the worker and key ingredient in the learning process. His thesis is that most students simply are not doing quality work and too often little quality is demanded of them. He further states that students do not choose to do their best because they are managed in a coercive way and their basic psychological needs (for competence, belonging, freedom, and fun) are not being met. Sadly, far too often students and teachers become adversaries.

Every day in our schools the needs of student/customers are going unmet. Why? Many school leaders assume that if they develop exactly the "right" curriculum and students spend the "right" amount of time studying subjects taught by the lecture method, schools can ignore the differences in how students learn; ignore what motivates students and school professionals to do their best; ignore the fact that only a relatively small percentage of students really learn anything of consequence or relevance (Glasser, 1990); and ignore the numbers—25% to 33% of students nationwide decide they would rather drop out than be "educated" in our schools as they now exist.

How can total quality management change this bleak picture? For TQM to succeed in schools, management practices must be grounded in a strong belief system. Quality organizations have one overriding belief: The organization is successful only if its customers are satisfied. Translated to education, the belief becomes: The school is successful if all students have learned to their maximum potential. Note that we are not saying just that all students can learn; rather, that all students can demonstrate what they have mastered. For too long teachers have been blamed for students' failing to learn, and students have not been active participants in their own learning.

Imagine you are the parent of a five-year-old child who decides he or she wants to learn to ride a bicycle. You agree and buy one. Is it sufficient to lecture to your child from the manual about what to do (and not to do), and then give a test on understanding the concepts of riding a bike? Of course not. Education is an active process of learning new concepts and behaviors, practicing them, and finally mastering them. The quality of one's learning (how well one can ride a bike, for example) is a function of how hard one chooses to work at learning. The mission in a school based on quality principles becomes to determine how to gear all systems to support the student-worker.

The implementation of new roles and functions for a school staff to achieve a student-focused mission, as well as a new role for students (that of worker and vital ingredient in the learning process), is where school counselors can make all the difference.

School counselors are specialists in helping to change human behavior. Why is this important in a quality organization? Because schools don't change—the people in them must change how they do what they do. Glasser (1990) uses the concepts of boss and lead management to describe a coercive versus cooperative approach to management of students by teachers, and management of teachers by principals. He postulates that boss management is based on stimulus-response relationships that do not work because those who are coerced by negative stimuli often choose not to do their best, or they become defiantly compliant. Compliance, of course, is not necessarily commitment. And compliant behavior does not usually produce quality work.

At the very least, change is risky, difficult, and uncertain. It has been said that no one—except a wet baby—likes change. This book will show how the unique knowledge and skills of professional school counselors can help provide leadership to achieve fundamental change in education: change in the way educational services are delivered to students and change in the way students can become more involved in their own learning.

Because employees are actually customers and suppliers of each other, quality organizations can also be need-fulfilling workplaces for those employees. Human beings (whether students, professionals, or anyone else) are motivated intrinsically to improve and succeed; they need not be coerced. In fact, it is precisely by treating the organization's own employees as customers and suppliers of each other (in a noncoercive environment) that the needs of external customers are better met. The delivery of quality services to the end user—the customer—is an outcome of improving all of the work processes at which employees spend their time.

Unfortunately, treating all employees as customers and suppliers of each other, and focusing on meeting customers' needs as the yardstick of success, is not how most organizations or schools are run. Quality organizations can succeed only if employees communicate and work together (primarily in self-managed teams), and if management concentrates on building trust throughout the organization—vertically throughout the hierarchy, and horizontally among employees and departments.

For a school to become a quality organization, relationships previously based on control must change. Quality organizations are based on trust among employees and customers' trust of the organization and its outputs. Trust can be won throughout the school only by a fundamental shift in work relationships. To say this is a major change in human behavior is a vast understatement. The strategic position of the professional school counselor—who is trained to deal with the change process, an expert in solving problems, and a master of gaining trust in students—is potentially a key to making this fundamental change happen.

To help the reader visualize just what TQM looks like in education, we have created the Educational Quality Improvement Process Model (EQUIP). The EQUIP Model is detailed in Chapter 1.

We suggest that the reader compare all of the ideas, strategies, approaches, etc., presented in each chapter of the book to the EQUIP Model. For example, in Chapter 6, does small-group counseling address the *outcomes* we want for students? What do we *know* about small-group counseling? How can we find out more? How does it fit with what we *believe* about human motivation and learning? What are the *outputs* of small-group counseling work processes? Is small-group counseling part of a planned comprehensive *program*?

This book is organized around the four key components of the EQUIP Model. Part One—What We Want, contains an explanation of the EQUIP Model; practical, specific suggestions are included for improving a school counseling program using a process improvement approach. The approach used is applicable to improving an entire school's or school district's work processes, as well as those of a school counseling program. Examples are provided for defining and flowcharting key work processes to achieve measurable outcomes. Once school counselors have used TQM to improve their own program—they have identified key work processes, established baseline measures, and begun steps to measure and improve processes continuously—they are in a position to help restructure the work culture of the entire school.

In Part Two—What We Believe, Yvonne Thayer (Chapter 2) explains the philosophy and principles of TQM, and tells how both are being applied in school districts in Virginia. Thayer wrote the grant that created a partnership between the Virginia Department of Education and the Xerox Corporation. Xerox won the first Malcolm Baldrige Quality Award from the United States Department of Commerce and agreed to share its quality strategies and concepts with Virginia's schools. Seven Virginia school districts are now infusing TQM into their operations and many more are just beginning. Thayer also includes a history of the quality movement, an overview of a systematic problem-solving process, and a glossary of terms.

Chapter 3 provides an overview of a comprehensive developmental school counseling program. Nancy Perry has outlined the similarities and connections between TQM and a developmental model. She explains the implications for improving how schools can meet student needs better by employing strategies from both.

In Part Three—What We Know, Rebecca Dedmond, Sydney Sherrod, and Sharon Bryant (Chapter 4) show how an infusion model of career development—using a team of community and education partners—can be implemented. Career counseling and exposure to career exploration experiences have never been more important to students. The authors show exactly how to create a world-class program where students learn how to seek and gain information, and how career development can be the umbrella concept for tying school counseling to the central purposes of the school.

Next, in Chapter 5, a real-life example of quality in action is provided by the principal and school counselor (Deborah Cooper and Susan Sheffield, respectively) of a successful, nontraditional high school. They explain how dual leadership roles benefit students and the school. Their school's philosophy is based on William Glasser's Control Theory (Glasser, 1986), which states that all human beings behave in ways designed to meet their basic needs. Cooper and Sheffield and their staff have created a school that fosters a noncoercive environment. The effect of this environment is to develop students who can learn independently, are given the time needed to master all material, and learn to evaluate their own efforts critically. Since the program began five years ago, follow-up data show that at least

95% of their annual graduates have gained employment and/or continued their education.

Part Four—What We Do, is the practical part of the book. In Chapter 6 Dorothy Blum presents a proven, practical approach to designing, scheduling, implementing, and evaluating small-group counseling.

Charlotte Taylor shows in Chapter 7 how all students in the school can come into positive contact with school counselors through delivery of integrated learning units. Teachers have neither the time nor the inclination to add more to what they teach during the day, and counselors can help all students to develop process skills (if they have access to them). An exciting way to interact with all students is the learning unit, taught by counselors or cotaught with teachers, which integrates process skills (communication, problem-solving, decision-making, collaboration) with the academic curriculum in the classroom setting. Part of the difficulty for counselors in being seen as leaders with capabilities beyond their often narrowly drawn functions is the fact that they are not actually seen working with children. By going into classrooms, school counselors gain visibility and credibility and enhance their image. Elementary school counselors have helped create a positive image and credibility in the minds of students, teachers, and administrators as they have implemented classroom guidance units (Burgess, 1991).

Carolyn Graham, Brenda Smith, and Mary Kay Albritton (Chapter 8) share a practical approach to developing a school crisis plan. Their plan has been used successfully in this country and in Kuwait, following the Gulf War. Their systematic approach outlines exactly what to do when inevitable crises occur.

In Chapter 9, Leslie Kaplan describes a proactive approach to prevention and intervention services called the School-Based Assistance Team. This flexible model can be adapted easily to meet the needs of students, teachers, and parents. The counselor's role in leading this problem-solving approach again can gain credibility for the school counselor with all of the counselor's key customers.

The Teacher Advisor Program (TAP), as described by Robert Myrick and Andrew Tobias in Chapter 10, has the added bonus of developing communication skills for the teachers who actually facilitate the program. Counselors provide leadership in designing the program, and all students benefit from communicating and interacting with their peers in a nonthreatening environment. The importance of teachers' gaining a new way to communicate (in a nonjudgmental way) with students and parents cannot be overstated since one of the desired outcomes of the EQUIP Model is that students develop process skills, including collaboration and group problem-solving. Staff development led by the counselor is an excellent way to help the faculty develop active listening skills and lay the foundation for the faculty to embrace TAP. Once again, visible leadership gains credibility for the counselor and his or her unique abilities.

Where will tomorrow's leaders come from? What skills will these future leaders need? How can counselors help all of the children who need a friendly ear to listen to their concerns? In Chapter 11, Sandra Peyser Hazouri and Miriam Smith McLaughlin address these important questions. They provide proven approaches to developing peer programs of three kinds: peer facilitation/peer helper, peer mediation, and conflict resolution. "Basic training" in communication skills is the unifying construct for each. It is through wise use of student-helpers that the counselor's positive influence can be felt throughout the school, and students receive, in turn, the highest quality of leadership training through the process. Readily apparent is the fact that the more easily students can handle (under counselor supervision, of course) conflicts among themselves, the less likely these conflicts are to land on the administrator's doorstep. This makes administrators appreciate peer programs created and coordinated by the counselor. Again, counselors contribute through any of the peer programs described to developing process skills in children (both the helpers and those who are helped). Peer programs are "win-win" situations for students and the school.

The school, by itself, cannot address all problems students bring with them every day, however. An exciting movement within education is the creation of mentoring programs. One of the primary ways people learn is through direct observation of and interaction with others—by observing and emulating real-life models. Positive interaction between students and adult role models is the foundation for the practical, proven program model provided by Patricia Henderson in Chapter 12. In addition to benefiting students, coordination of such a program by the counselor enhances his or her professional image as a leader who positively influences the entire school population.

It has been said that the best advertising for any business is word of mouth. That saying also holds true for school counseling. In the final chapter, Rosalie Humphrey and Judi Myer note how school counselors who embrace the ideas and approaches of this book can use positive word of mouth to gain the best advocates of all, satisfied customers. They also make the cogent point that the identity of the professional school counselor, and the leadership roles the counselor can fulfill, are ultimately up to counselors and the school counseling profession to define—through proactive, professional performance.

There can be no doubt: communication drives the vehicle of quality process improvement. And school counselors already have the leadership skills of the next century—communication skills. To continue the metaphor, school counselors have their driver's licenses. And they are strategically positioned to help lead school restructuring because of their unique skills.

It is our desire to provide practical ideas for school counselors, and to spark questions and debate among school professionals and educational decision makers regarding the leadership roles professional school counselors are capable of filling. As schools and school districts restructure and reengineer their systems to meet our society's needs in the 21st century, school counselors can play a leadership role in the most critical process of all—the change process.

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PART ONE—WHAT WE WANT

What are the desired student outcomes of the educational process?

What knowledge do graduates need and how will they show mastery of that knowledge?

What skills do students need to apply the knowledge they have mastered?

What attitudes contribute to a lifelong desire to learn and the ability to learn independently?

Schools with a quality focus, to quote Stephen Covey in *The Seven Habits of Highly Effective People*, "Begin with the end in mind." Everything that is done by school professionals should contribute to positive student outcomes. Activities that do not contribute do not add value and are wasteful. Just as in a chess game, no move should be made just for the sake of moving a piece. Every move should be a strategic piece of a plan that will contribute to winning the game. In our schools, winning means improving student performance.

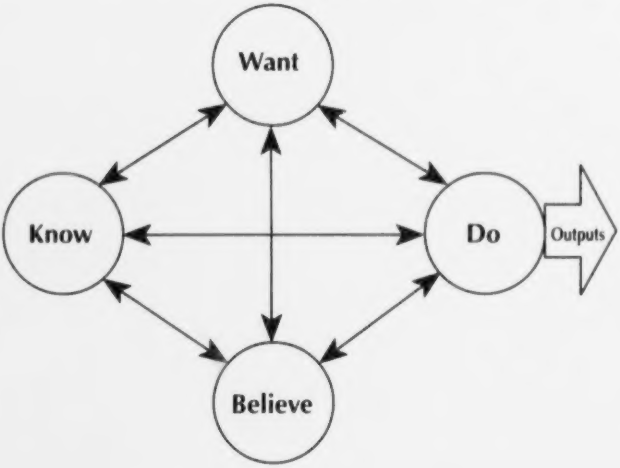
In Chapter 1, the Educational Quality Improvement Process Model (EQUIP) is explained, and then applied in a systematic way to improve a developmental school counseling program. Measurable outcome examples are shared, and a flowchart of the program improvement process is depicted and explained.

1. The Educational Quality Improvement Process Model

David Burgess

As noted in the Introduction, the Educational Quality Improvement Process Model, or EQUIP, is a customer-focused, performance-based approach to meeting the needs of students as the primary customers of the school. Figure 1-1 shows the conceptual model, which is based on the philosophy of continuous improvement of processes, as well as the principles of total quality management.

Figure 1-1
Educational Quality Improvement Process Model



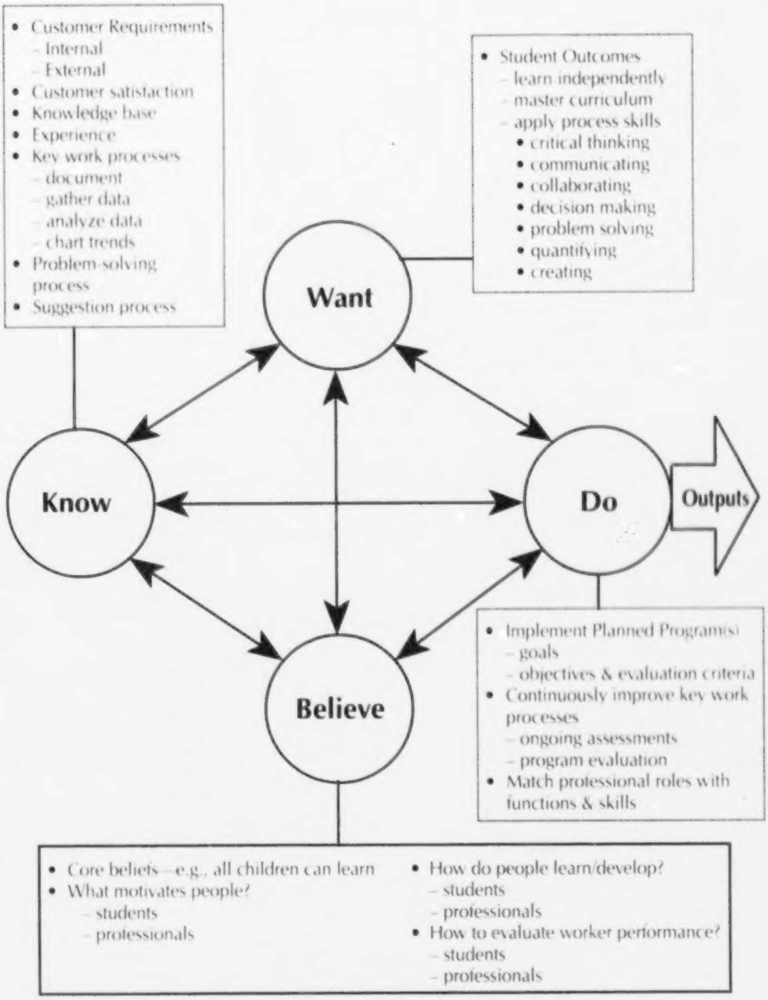
In focusing on meeting the needs of the customers of the school, the EQUIP Model is a results- or outcomes-based approach (as opposed to an inputs-based approach where things are counted, such as the number of books in the library or the amount of time students spend studying subjects). In the EQUIP Model the school's or school district's desired outcomes (or wants) "drive" all activity in the school. What we want in an outcomes-based approach, are students who are self-directed, independent learners who have mastered the curriculum, and who can demonstrate process skills.

A word is needed here about process skills. Mastery of the curriculum and fostering students' desire to learn are not enough in today's service-driven, technological workplace. Increasingly, businesses are realizing that for employees to be successful in the work force of the '90s and beyond they must also possess what we call process skills (see Figure 1-2). In a team-driven, multicultural work force, interpersonal and teamwork skills are as critical as thinking and quantifying skills if the graduate is to apply what was learned in school. One of the principles of TQM is the importance of employees working in teams. In TQM, the team approach is the key to improving work processes.

The desired outcomes for students (Figure 1-2) become the basis for the mission of the school or school district. A mission that says, "All children will succeed to the maximum of their potential," is a powerful focus when actions are aligned with words.

Figure 1-2 shows the four key components of the EQUIP Model's student outcomes approach. Note especially the direction of the arrows. A principal, for example, does not decide that something needs to be done or changed just because it seems like a good idea or someone complained about something. Instead, the "want" must be weighed against what is known about the problem and how it squares with the school's beliefs. For example, if we say that guidance and counseling services are for all students because one core belief is that all children can learn, and that school counseling contributes to learning, does it make sense for counselors to spend the majority of their time serving children destined to attend college? Going to college is important, but not all students will need to attend college. Those not attending have bona fide career planning needs as well. It is through ongoing data gathering and assessment of actions (note the two-way arrows in the model), that knowledge

Figure 1-2
Educational Quality Improvement Process Model



- Customer Requirements
  - Internal
  - External
- Customer satisfaction
- Knowledge base
- Experience
- Key work processes
  - document
  - gather data
  - analyze data
  - chart trends
- Problem-solving process
- Suggestion process

- Student Outcomes
  - learn independently
  - master curriculum
  - apply process skills
    - critical thinking
    - communicating
    - collaborating
    - decision making
    - problem solving
    - quantifying
    - creating

- Implement Planned Program(s)
  - goals
  - objectives & evaluation criteria
- Continuously improve key work processes
  - ongoing assessments
  - program evaluation
- Match professional roles with functions & skills

- Core beliefs—e.g., all children can learn
- What motivates people?
  - students
  - professionals
- How do people learn/develop?
  - students
  - professionals
- How to evaluate worker performance?
  - students
  - professionals

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constantly is gained and compared to the desired outcomes for students.

In the competitive economic world, what outcomes do businesses seek? One obvious answer is to make a profit. However, if a business wants to stay in business, its ultimate success must be to meet the needs of its customers. Profit return allows a business to continue to compete in the open marketplace. But short-term profits gained at the expense of long-term quality built into products or services ultimately kills the goose that lays the golden egg of profit—customer satisfaction. Without satisfied customers, no business can survive in today's marketplace. In fact, it has been estimated that seven out of every 10 products made by Americans face competition from around the world (Dobyns & Crawford-Mason, 1991).

What are the outcomes of public education? Public education has a built-in economic base—taxes. No one expects public schools to make a profit, that's not why they exist. Why, then, do public schools exist? To employ teachers? To cover material in textbooks? To give standardized tests? To finance football teams? Of course not. If school restructuring is to succeed during the 1990s and into the next century, schools—just as businesses—must focus on the outcomes of their work processes: the knowledge, skills, and attitudes graduates possess as a result of schooling. In short, what can they do?

Who is the primary customer of public education, and what is the product of education? The answer to both questions is the student. Actually, the student is not only the primary customer and a product (graduate) of the educational process, he or she is also the worker within that process (Glasser, 1990). Figure 1-2 shows a model for achieving quality educational outcomes for students.

The desired outcome of the educational process (what we want in Figure 1-2) is a graduate who:

- can function independently and is self-directed to seek knowledge;
- has demonstrated mastery of the curriculum (not just short-term recall of content as measured by standardized tests); and
- can demonstrate proficiency in vital process skills, such as critical thinking, decision-making, problem-solving, communicating and collaborating with others, quantifying and using creativity in all pursuits.

Note in Figure 1-2 the importance of total quality management and the philosophy of continuous improvement of processes to the EQUIP Model:

- In "What We Want" or, as Deming says, establishing constancy of purpose (1986).
- In "What We Know"—identifying customers and their requirements, and focusing on identifying, measuring, and improving key work processes to meet those requirements.
- In "What We Believe," the focus on human motivation, learning, and performance evaluation. Glasser's control theory (1986) says that all behavior is an attempt to meet basic human psychological needs for competence, belonging, freedom, and fun; people learn according to developmental time lines, and self-evaluation is the only basis for improving quality work.
- In "What We Do," by delivering to students (in all areas of the curriculum) a planned program that can be improved continuously because key work processes are measured and analyzed.

HOW CAN THE EQUIP MODEL HELP IMPROVE A SCHOOL COUNSELING PROGRAM?

Within the four areas of the EQUIP Model, specific strategies are suggested below that will bring the school counseling program in line with the desired outcomes of the school and the school district. (The assumption here is that your school or school district is heading for, or actually has evolved into, a student outcomes approach. If this is not so, you are in a position to show leadership at the school and/or district level in advocating this approach.)

Even if your school or school district is not considering or involved in an outcomes-based approach, the student outcomes approach to school counseling program development is still sound. According to Sue Reynolds (1993), chair of the American School Counselor Association's professional interest network for developmental school counseling programs, "One of the most important things about a Developmental School Counseling Program is its student outcomes base."

What We Want for students becomes the mission to be accomplished by the school; however, the mission must be grounded in What We

Know and What We Believe before it can be defined and a program planned. According to Burgess (1991), program development is based on three criteria:

- needs of customers (students, parents, teachers),
- state standards and requirements, and
- school district and local school goals and philosophy.

Taking these considerations or inputs into account, the following four-phase plan shows specific strategies that can be employed to develop a knowledge and belief base on which a mission statement and planned program can be built.

Phase I: School Counseling Advisory Team

We suggest establishing an ongoing School Counseling Advisory Team in each school. For small districts one team may serve the entire district. Members may rotate onto and off the team; however, the team entity itself should be permanent. Membership on the team should be broad and involve teachers, parents, students, community and school board members, and other interested parties. Especially critical to the team's membership is inclusion of at least one key member of the school improvement team, if one exists. We suggest the principal be involved as a nonvoting member. Ideally, team membership should be voluntary. Only with a broadly representative team approach can the school counseling program really become the school's counseling program, not the counselor's counseling program; "our" school counseling program, not "theirs." The team is just as the name implies: advisors to the school counselor(s). At no time does the school counselor answer to the team in any formal sense. That would defeat the purpose. The purpose is to create synergy, cooperation, and understanding among the customers and suppliers of school counselors, as well as ongoing reality checks to the school counseling department.

With an ongoing advisory team in place real constancy of purpose, to use Deming's phrase (1986), can be achieved and a clear purpose for the counseling program established. Eventually, the School Counseling Advisory Team's task is to define the mission for the school counseling program consistent with that of the school and school district. However, knowledge, beliefs, and actions must be explored before this can be accomplished.

Phase II: "What We Know"

Possible strategies to gather knowledge/data include:

Study Group

The counseling department (all counselors) in a school establish a regular meeting time to discuss a state-of-the-art professional text for the purpose of adapting or researching ideas from the text. For example, a counseling department in a large high school decides to meet every two weeks from September through December to discuss the book in which this chapter appears. Counselors could read one chapter a week or every two weeks and take turns leading discussions on the subject matter. Ideas generated can be adapted to strategies described below. Note that the study group consists of school counselors only and is a separate entity from the School Advisory Team.

Identification of Customer Requirements through Needs Assessments

Quality programs with quality outcomes begin with identification of customer requirements. Who are the customers of school counselors? Besides the primary customer (the student), others include parents, teachers, and the community itself. Students, parents, and the community are external to the school; teachers are internal customers of the counselor. Administrators are a special category as they represent the employer. In fact, many quality approaches make a case for one's boss not being one's customer, because pleasing the boss may not result in meeting the customer's needs. Subordinates are closer to delivering the product or service to the customer (a teacher, for example, delivering instruction to a student), so a boss's job becomes support of subordinates' efforts. At any rate, all are involved in work processes with the counselor (more about work processes in a moment).

How can the counseling department determine the needs or requirements of its customers? One approach is to assess the needs of students, teachers, and parents. Needs assessments can be done in several ways; however, they need not be cumbersome, highly technical, or hard to tabulate (Burgess, 1991). The important thing is that they provide data and information that is useful in program planning.

A student needs assessment can take several forms. One approach is to list items and have the customer (whoever is being assessed) rate them on a Likert scale from strongly agree to strongly disagree. For example (from a student needs assessment), "I would like to know how to study better." "I would like to know how to act when I get angry." "There are things about myself that I would like to change."

Another, more open-ended approach is to have students give brief answers to questions—e.g., "What problems do you have in school?" or "What are your greatest fears?"

Students also can rate their perceived needs from none to little to some to high. An example might be the need "To have more friends in school" or "To solve divorce-related difficulties and concerns." Of course, similar items can be devised for the counselor's other customers—i.e., teachers and parents. Keep in mind, however, that student needs assessments are the most value-free since they do not have a preconceived adult bias.

State departments of education as well as professional associations typically have needs assessments available for all the counselor's customers. The American School Counselor Association (ASCA) has a wealth of information to share with its members. Texts by Myrick (1993), Burgess (1991), and others also contain needs assessments as well as program evaluation instruments.

Identifying and Documenting Key Work Processes

As noted in Chapter 2, all work that is done in organizations is accomplished through the interaction of people working in systems. Therefore, the end product or service that a customer receives is a result of how well (or poorly) people have worked together. A key difference between total quality organizations and nonquality organizations is that quality organizations treat all employees as customers, ideally the same way they treat the end-user customer. End-user customers are external to the organization; in schools, they are students, parents, businesses, and communities. Teachers, counselors, administrators, and all other school employees are part of many work processes and are internal customers of each other as well as suppliers to each other. Thus work relationships can be thought of as customer-supplier relationships.

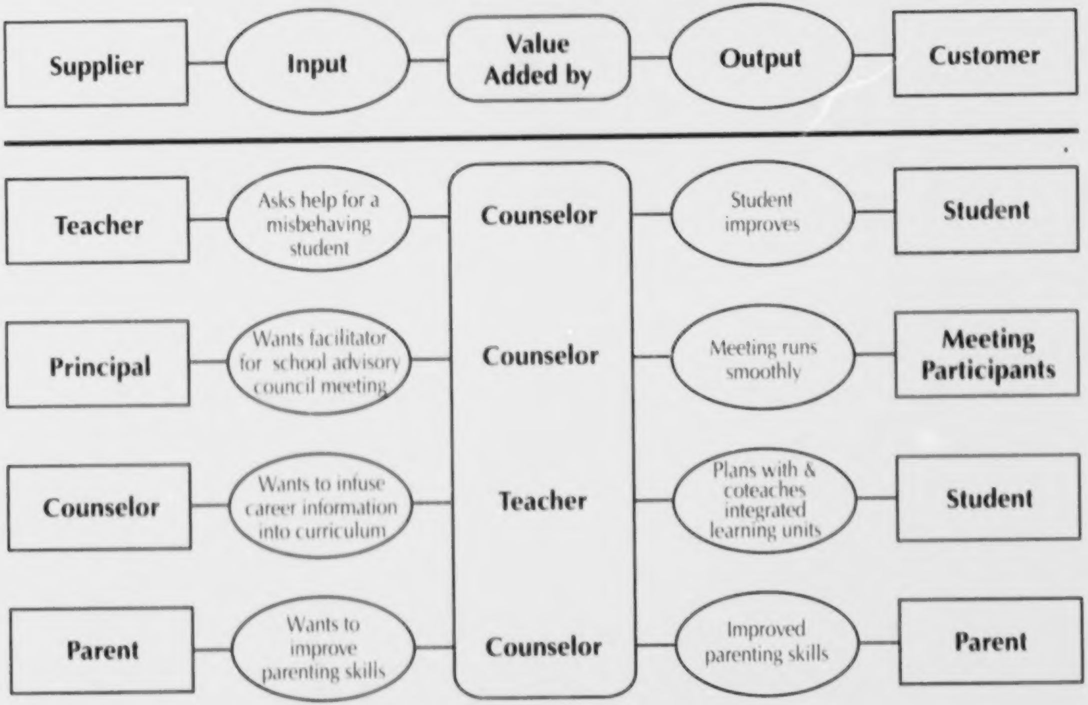
Sometimes teachers (internal to the system) are suppliers to the counselor (for example, referring a student who is underachieving), who adds value to a work process that is supposed to help the student improve by counseling the student. The student, of course, is the customer. Another example would be an external customer (parent) who seeks advice on how to help a child be more responsible at home. The parent supplies the counselor with information; the counselor works with the student (adding value to this intervention work process); once again, the student is the customer.

Understanding that all work outputs in any organization are the result of interrelationships among people is crucial to understanding quality management. Management works on the system of interrelationships in which people function and employees work within that system. One can see why Deming (1986) says that management is responsible for at least 85% of the problems of the organization because the problems (which may seem to be caused by poorly performing employees) are really faulty work process problems. Therefore, management can solve most problems since management controls the system, if they seek process improvements, not fault finding. Improving work processes is the key to continuous improvement of the systems in which people work.

Figure 1-3 shows examples of how employees in an organization are part of many work processes; therefore, they are at various times both customers and suppliers to each other. The key to improving any work process becomes eliminating nonvalue-added steps. In other words, stop wasteful actions. Figure 1-3 contains examples from a counselor's point of view, as well as a teacher's, parent's, and administrator's. The importance of understanding work processes cannot be overstated. It is only through improving internal work processes—eliminating wasteful, nonvalue-added steps—that the needs of the organization's external customers can be met. For businesses, it means the ability to compete; for school counselors, it means adding value to key work processes of the school. Put another way, student outcomes as a result of contact with a school counselor that do not support the desired outcomes of the school/school district are nonvalue-added activities. This may be a better argument for school counselors who are tasked with nonspecific administrative duties than that "they are not guidance-related."

For counselors to identify and improve key work processes, they must question what they do as a part of work processes and see to it that

Figure 1-3
Customer-Supplier Relationship Chain



Supplier	Input	Value Added by	Output	Customer
Teacher	Asks help for a misbehaving student	Counselor	Student improves	Student
Principal	Wants facilitator for school advisory council meeting	Counselor	Meeting runs smoothly	Meeting Participants
Counselor	Wants to infuse career information into curriculum	Teacher	Plans with & coteaches integrated learning units	Student
Parent	Wants to improve parenting skills	Counselor	Improved parenting skills	Parent

their steps in work processes add value in achieving student outcomes. Everything counselors do should affect the What We Want outcomes for students—add value to what students (customers) can do.

Once counselors have identified what value-added outputs they can provide in work processes (based on student needs and the school's desired outcomes (What We Want), each work process should be flowcharted so that all of the suppliers and customers of school counselors (internal and external) know what the key processes are. When processes are documented, reassignments, resignations, and retirements do not disrupt the flow of quality work since knowledge of a key process does not leave with the departing employee.

Identifying and documenting key work processes is a major task of the School Counseling Advisory Team. Simple flowcharting is the most common way to document a process or system of processes. The time it takes is worth the commitment to improving the work processes it brings. When people have ownership in designing processes, procedures, programs, etc., they develop commitment. Remember, the goal is to create "our" school counseling program.

Probably the easiest way to identify key work processes is to work backward from key outputs to the work processes that caused an output. For example, in Figure 1-4 a flowchart shows the sequence of work processes (teaching integrated learning units and providing individual and small-group counseling) that create outputs of informed students who have developed individual career portfolios. The student outcome is: All students will explore career options. Beginning in the seventh grade, options will be updated annually through 12th grade. Evidence of mastery by student-customers is that all students have developed individual career portfolios and all portfolios are kept current.

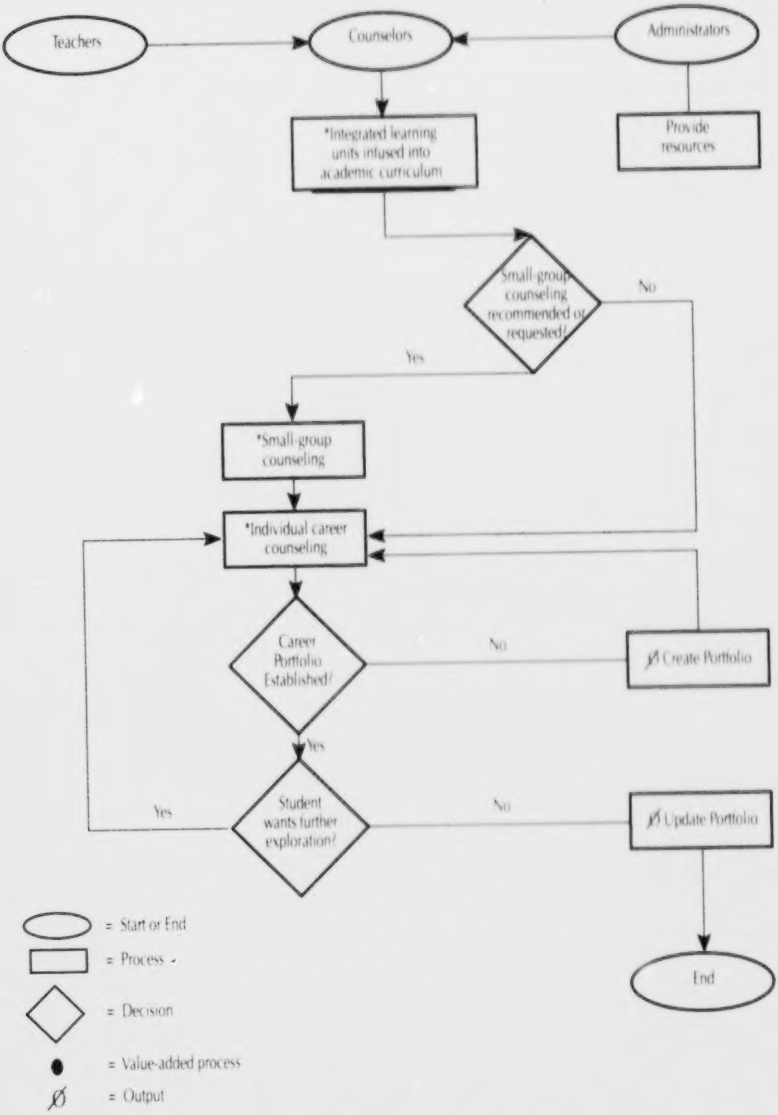
Phase III: Identifying "What We Want," "What We Believe," and "What We Do"

In identifying student outcomes, core beliefs, and what will be done to achieve the mission of the counseling department, we recommend use of the *focus group* as an approach.

Focus groups should

- give priority order to student outcomes for the school counseling department, and

Figure 1-4
Student Outcome: All Students Will Explore Career Options


Teachers
Counselors
Administrators
*Integrated learning units infused into academic curriculum
Provide resources
Small-group counseling recommended or requested?
No
Yes
*Small-group counseling
*Individual career counseling
Career Portfolio Established?
No
Ø Create Portfolio
Yes
Student wants further exploration?
Yes
No
Ø Update Portfolio
End
= Start or End
= Process
= Decision
● = Value-added process
Ø = Output

- develop a clear mission statement for the counseling department and communicate it to all customers of the department.

Using members of the School Counseling Advisory Team, subgroups of teachers, parents, administrators, and students can be formed and led by school counselors to identify:

- "What We Want" (student outcomes);
- "What We Believe" (as a counseling department in support of the school's mission; about what motivates people, and about how people learn); and
- "What We Do" (within a planned program).

A sound approach is the problem-solving process outlined in Chapter 2. An excellent resource for problem-solving ideas and tools is a pocket-sized booklet called *The Memory Jogger for Education*, published by GOAL/QPC. Another very complete and user-friendly resource is *The Team Handbook* (1988) by Peter Scholtes.

How does the focus group work? Let's take Innovation High School as an example. Innovation is a large high school of 1,400 students with four school counselors. Briefly stated, steps might include:

1. Using members of the School Counseling Advisory Team and others, each counselor will lead a mixed group of teachers, parents, students, and administrators. The counselor's main role is to ensure that all group members are heard and that consensus is achieved on procedures, decisions, etc. Consensus does not mean that all of the members can live with decisions; it means that each team member can support the team's decision since each team member's point of view is considered in a fair and open discussion.
2. Each subgroup will brainstorm positive student outcomes related to the desired outcomes of the school, school district, and state. Meetings can be structured according to the meeting guidelines shown in Chapter 2.
3. These student outcomes are then compared to what the data gathered from student needs assessments show students require from the counseling department. In quality terms, this is known as "alignment with your customer."

4. Those outcomes found to be in alignment are further refined through a prioritization process, such as "weighted voting." In weighted voting each group member is given 10 votes to "spend" as he or she wishes. This helps to give some priority to the ideas generated. Once the group has voted, discussion can ensue on the merits of each outcome, and possibly, a second vote can be taken to refine the priorities further. Of course, other "tools" can be used to set priorities (see Chapter 2). Since time is always a factor, priority setting is crucial.
5. After each group in our example arrives at its top four outcomes, the task becomes to bring the entire group together and have the group (again through weighted voting, discussion, and perhaps using other strategies, such as cause-effect diagrams or Pareto charts, which are essentially bar graphs, give priority to its top four desired student outcomes for the school counseling program. The top four outcomes, in priority order, become the basis of the mission statement.

Vilfredo Pareto, an Italian economist, has developed what has been called the 80/20 rule, or the Pareto Principle. He said that 80% of the trouble lies within 20% of the activities. Juran (1989) applied this idea to management, advising organizations to identify and concentrate on the "significant few" problems rather than the "trivial many" (Scholtes, 1988).

The mission statement is vital since it is the "What We Want" for students; it will drive all that counselors do. A sample mission statement might read: The school counseling department of Innovation High School will assist all students to achieve knowledge, skills, and attitudes leading to independent learning and mastery of the school curriculum.

The counseling department in our example believes the best way to affect student outcomes positively is through a planned, balanced, comprehensive, developmental school counseling program. The planned program develops specific strategies for students to acquire knowledge, skills, and attitudes consistent with the school's mission. We hope that you will want to incorporate ideas from this book into a planned, outcome-based program.

Achieving the Mission: The Planned Program

Figure 1-2 shows that the vehicle for achieving the school's mission is no different for the counseling department's mission, which is delivery of a planned program. What does such a program look like? A quality outcomes-based school counseling program has:

- outcomes based on standards of performance,
- objectives tied to program evaluation criteria,
- ongoing assessment of key work proceses, and
- professionals' roles and skills that match functions to be performed.

Chapter 3 discusses a comprehensive school counseling program approach and provides ideas for further investigation. The planned program approach is indeed the means to achieve the mission of the counseling department. However, actually delivering a planned program presumes that counselors have the skills as well as knowledge to be "world class" suppliers of services to their customers.

Phase IV: Skill Sharpening

What will it take to implement the planned program? School counselors must have the necessary skills to put all the knowledge gained, data gathered, and a customer/outcome-focused attitude into practice. For various reasons, some may not. As has been noted previously, management and the systems it creates are responsible for at least 85% of the problems of any organization; it is no different in schools. School counselors traditionally have filled quasi-administrative roles and performed assignments not functionally related to the counselor's role. In other words, schools have managed systems to use counselors' organizational skills at the expense of their counseling skills. This is indeed unfortunate, but it is also why total quality management is so exciting for the school counseling profession. School counselors have communication skills, which are, in fact, leadership skills. Such skills are vital for changing any school to a quality-managed organization.

Unused skills, however, are like tools left out in the rain to rust. Therefore, it behooves school counselors to take the lead in obtaining the skill sharpening they need to take leadership roles in quality-managed schools. How can this be done? Several options come to mind (in no particular order):

- Skill-sharpening institutes conducted during the summer by state-of-the-art counselor education programs.

- Counselor-led intraschool training based on what is learned in the study group.
- Counselors modeling/mentoring each other.
- Intradistrict training among elementary, middle, and high school counselors.
- Training provided by neighboring school divisions.
- Visiting other schools outside one's district and "benchmarking"—i.e., adapting best practices observed to one's own setting.
- Attendance at state and national professional conferences and training seminars.
- Training provided by the state department of education.
- Some combination of the above.

School counselors need not be defensive about the need to sharpen skills. Counselors who are expected to be primarily organizers and to operate a crisis-driven program should not be expected to convert easily to delivery of a comprehensive developmental program to all students just because it's the right thing to do. They need to practice and hone their skills. Even a professional baseball pitcher, who plays a six-month season, requires spring training for six weeks each year to hone and sharpen skills, as well as perhaps to learn to throw a new pitch.

Problems Associated with Program Implementation

Problems occurring within any facet of the school (not just the counseling program) can be addressed using the problem-solving process outlined in Chapter 2. Because of limited time and resources, it is important to put problems in priority order. One way to do this is to form quality action teams (QATs).

A quality action team is a small group (three–seven members) specifically formed to address one serious cross-functional problem at a time in the school. QATs are temporary and should operate within clear time lines and expectations. Members should have first-hand knowledge of the problem to be addressed, and they must be empowered to make decisions during team meetings. Problems from any area might be addressed. We wil use a counseling example. A high school wants to infuse career information into its academic curriculum. It has been trying to do so for some time but is not satisfied with what has been accomplished so far. A team is formed with representatives from each department, and the team is led by a school counselor.

After the problem is defined in measurable terms and analyzed by the QAT, a pilot solution can be developed and shared with the principal or school improvement team (SIT), if one exists. (Problem-solving tools mentioned earlier in this chapter are also appropriate for QAT use.) The principal/SIT must give the go-ahead for implementation of the pilot solution. After implementation, results are assessed by the team. The team will next share results with the principal and/or the School Counseling Improvement Team as well as the School Counseling Advisory Team.

A school may want to establish a permanent board of some kind, perhaps consisting of the principal and department heads, to oversee activity of all the QATs within the school. Such a board is commonly called the quality management board (QMB). At any given time, several QATs may be addresssing cross-functional problems within the school.

Whatever the oversight process may be, after results of the implementation plan have been assessed, decisions about whether to institute the QAT's process improvement solution on a permanent basis, or to try other solutions, can be made. In any case, the QAT is not dissolved until a solution in the form of a process improvement can be implemented. Quality organizations solve problems at the root cause level.

The ideas presented in this chapter have come full circle to one singular focus: School counselors—in order to use their knowledge and experiences to help all students—must do so within the context of a planned, developmental, comprehensive, outcome-based program of services to students. Once such a program has been designed from the bottom up by the school's counselors and their customers, the program can be communicated to the rest of the school (the school improvement team, if one exists, is an ideal vehicle), and the program can be integrated into the central purposes of the school. This can help overcome one of the chief obstacles for school counseling programs, as noted by Frank Burtnett (1993): "How can the counseling program become more integrated into the mission of the school and the role of counselors be made more integral to the learning experience of students?"

Figure 1-5 is a flowchart of the contents of this chapter. Flowcharts are favorites of quality leaders because they know what you now know—all systems are made up of processes. And once processes are identified, they can be measured and improved.

The EQUIP Model is an adaptation of total quality management principles and the philosophy of continuous improvement of processes

Figure 1-5
School Counseling Program Improvement Process

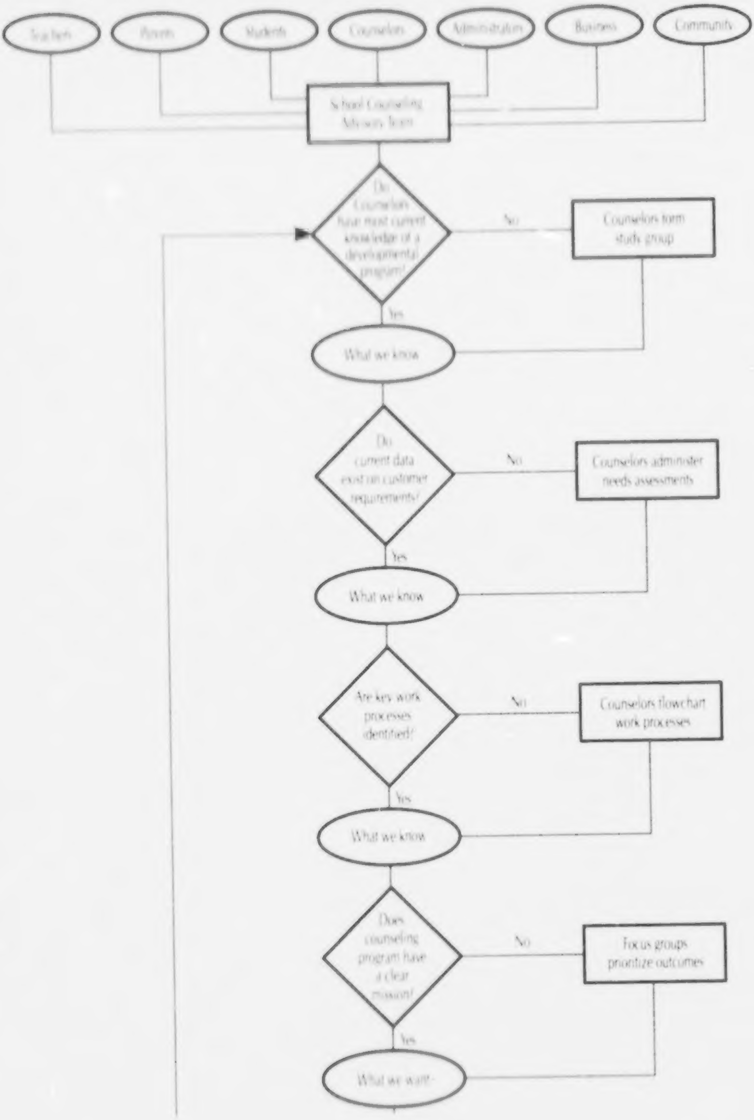
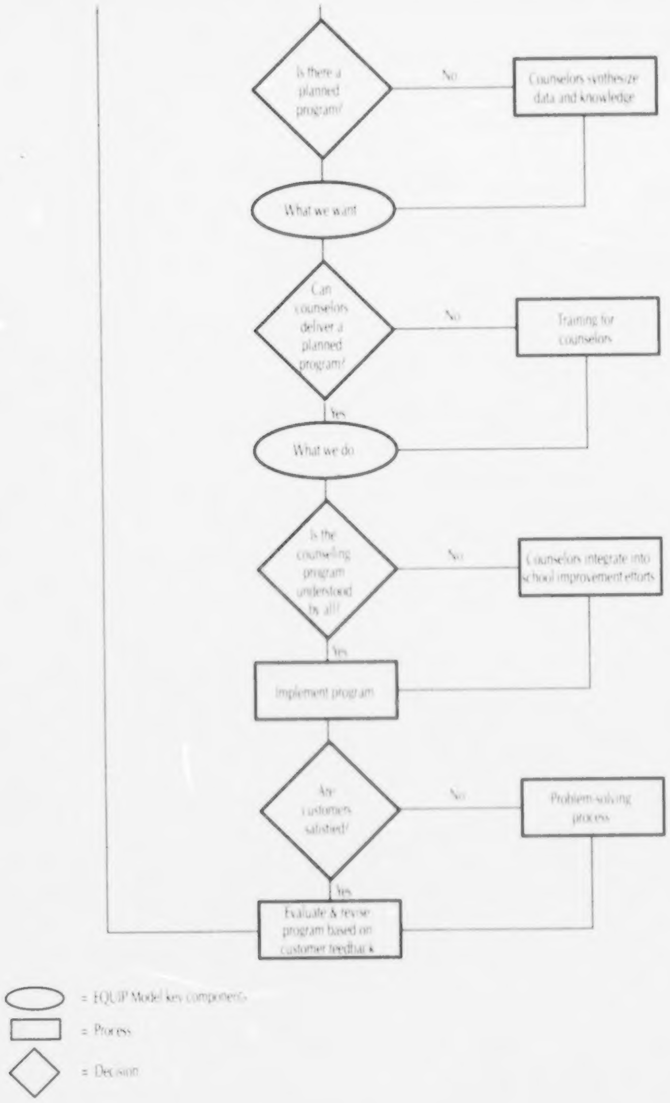

Teachers
Parents
Students
Counselors
Administrators
Business
Community
School Counseling Advisory Team
Do Counselors have most current knowledge of a developmental program?
No
Counselors form study group
Yes
What we know
Do current data exist on customer requirements?
No
Counselors administer needs assessments
Yes
What we know
Are key work processes identified?
No
Counselors flowchart work processes
Yes
What we know
Does counseling program have a clear mission?
No
Focus groups prioritize outcomes
Yes
What we want

Figure 1-5
School Counseling Program Improvement Process (cont.)


Is there a planned program?
No
Counselors synthesize data and knowledge
What we want
Can counselors deliver a planned program?
No
Training for counselors
Yes
What we do
Is the counseling program understood by all?
No
Counselors integrate into school improvement efforts
Yes
Implement program
Are customers satisfied?
No
Problem-solving process
Yes
Evaluate & revise program based on customer feedback
= EQUIP Model key components
= Process
= Decision

from the business world applied to public school education. TQM has worked around the world and it can work in America's public schools. However, only if school leaders decide that the idea of empowering all school employees to meet the needs of the student-customer is truly the purpose of education, and that school counselors have the necessary communication and teamwork skills to aid in this empowerment, will new proactive roles for school counselors emerge. Appendix A contains leadership roles for counselors in quality managed schools.

The potential benefit of leadership roles for school counselors is immense. Our students deserve world-class services provided by professional school counselors within world-class school districts, and they deserve them now. The imperative for fundamental change of the nation's public schools cannot wait.

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APPENDIX A

What Leadership Roles Can Professional School Counselors Play in Total Quality Managed Schools?

Role	Direct Services to Students
Counselor	prevention and intervention counseling via small-group and individual counseling, to include career counseling and planning
Instructor	classroom and large-group integrated learning units focusing on communication and interpersonal skills; decision-making, problem-solving, life-skills; and career, academic, social, and emotional development
	Indirect Services to Students
Leader	peer helper/facilitator program; peer mediation/conflict resolution program
Coordinator	comprehensive developmental school counseling program
Change agent	coordinate strategy and troubleshoot team-building processes resource and support to principal and staff in dealing with the change process
Team leader	problem-solving teams school-based assistance team child study team (regular education interventions) crisis action team ad hoc and ongoing school-parent-community teams

Facilitator	school problem-solving teams
	school-parent advisory councils
Consultant	problem-solving strategies with teachers and parents
	parental involvement strategies
	infusion/integration of workplace competencies and career information into the academic curriculum (teacher delivery of content)
	Teacher Advisor Program (TAP)
Staff development instructor	communication skills for teachers and parents
	classroom management strategies
	team building
	team facilitator training (interactive skills and problem-solving processes)
Coordinator/ team member	internship program for all students focusing on business/community work experiences
	transition to work program for business/community apprenticeships as well as students with special needs
	mentoring programs

PART TWO—WHAT WE BELIEVE

What are the principles of total quality management (TQM)?

What is the philosophy of continuous improvement of work processes?

How can the successful principles of quality management be applied in public schools?

What are the school's core beliefs about all children achieving success?

What motivates people (students, parents, professionals) to change their behavior?

How do people learn and develop?

How should people's performance be evaluated to improve that performance?

How important is self-evaluation to improving an individual's performance?

How can people change habitual ways of relating to each other?

For school professionals (principals, counselors, and teachers) to change the entire culture of the school and truly focus on student performance outcomes, communication links must be formed among those professionals, and new ways of managing and relating to students must be developed. School counselors are uniquely trained and positioned to provide such linkages.

In this section, the principles of TQM are explained, and a brief history is provided as well as a glossary of terms. Educational applications of TQM principles are shared.

In addition, a developmental school counseling program approach is outlined that shows how school counselors can affect student outcomes within a TQM framework.

2. Total Quality Management: How It Works in Schools

Yvonne V. Thayer

Total quality management (TQM) has been studied by the American business community seriously since the early 1980s. But only in the last four years have school leaders become interested in quality and what TQM can offer education. Currently, quality and TQM programs have gained momentum in higher education and have received attention in publications read by K–12 educators. Why? At a time when many educators are wary of the business community's influential role in the school reform effort, why are school leaders, including school counselors, so interested in TQM? What does the notion of quality as defined by manufacturers and service providers offer public and private school personnel? What is it about quality that engages burned-out teachers and offers hope for meaningful school change? How does TQM bring together the many faces of school restructuring currently sweeping the nation? And why does it seem to fit so naturally in the K–12 school system?

To answer these questions and present a brief overview of the major concepts surrounding total quality management, the Virginia experience with quality in public schools will be used. In December 1989, the Virginia Department of Education entered into a partnership with Xerox Corporation to bring "quality" (as defined by Xerox's Leadership Through Quality effort) to the public schools in Virginia. This unique experience and successful partnership demonstrates how TQM can assist schools in using their resources effectively to meet the organizational goals that reflect customer requirements. The intent here is not to present a case study of the Virginia experience, but to use examples from this partnership and the participating school districts to help the reader understand more about TQM and its potential for improving schools and school counselors.

ASSUMPTIONS

Before describing total quality management, it is necessary to present some of the assumptions underlying the quality strategy. While the writing of the quality gurus (Deming, 1986; Juran, 1989; Crosby, 1984) reflects some differences in describing exactly what quality is and is not, underlying beliefs are shared by all three in their work. First, there is the assumption that *all work can be defined by a process*, that processes can be continuously improved, and that processes combine to create the system within which the organization works. This is very important as it reflects another belief, that problems encountered in the system are usually due to faults within the process, rather than being "the fault of" one or more individuals doing the work. A quality environment, therefore, is one in which leaders refrain from pointing fingers at people and assigning blame; rather, they insist on monitoring work processes to determine if a process is working well. When problems arise, problem solving is used to change the process and, ultimately, improve the end product or service.

There are countless processes at work in schools. The curriculum alone has at least one process in place for teaching every major concept. The school counseling department also has multiple processes, including those that deal with daily operations and those that apply to emergency situations. If, for example, a counselor determined that a particular classroom guidance activity was not achieving results, he or she would look at the steps in the process of conducting the activity before changing the activity or blaming the students for not responding.

Another assumption on which quality rests is *the value and necessity of teaming*. Work is accomplished through teams in quality organizations, which means that individual workers—even those with specific work assignments—join with others to plan, deliver, and assess the work that is done in the organization. Teaming uses the many talents brought to the workplace by workers, and invites collaboration that respects various work experiences and contextual differences of employees. Quality-driven organizations encourage and allow teams to improve the work process by monitoring for quality throughout the process, rather than relying on an end-of-the-line inspection process to identify errors or faulty work.

Teaming in a quality-driven organization is unlike traditional committee work, as the team has the authority to make decisions. While the leader of the organization (the principal) may or may not be a member of the team, the team should be empowered to implement creative solutions to problems without requiring approval from supervisors and managers.

Quality assumes that *continuous improvement is the philosophy of the organization.* This means that the leadership of the organization will continually set high standards for the organization that require continuous improvement. In one sense, an organization never really is a quality organization, but, rather, is always moving toward quality. It is attempting to become as productive as possible by continually improving the processes of the system that produce the results sought by the customers.

Finally, quality reflects the assumption that *all people in the organization are intrinsically motivated to do good work.* Organizations that practice quality refrain from quotas and other artificially imposed work standards that encourage competition within the organization. The gurus of quality believe that it is only by driving fear out of the organization (Deming, 1986), encouraging collaboration, and evaluating performance on organizational goals rather than individual quotas that an organization will work as one system, and focus on the goal of the organization, which is the successful production of services and/or products that are desired by the customer.

WHAT IS QUALITY?

Quality, as defined by Xerox Corporation, is conformance to customer requirements. Other companies define quality in terms of on-time delivery or "doing things right the first time." The schools in Virginia's Commitment to Quality partnership define quality as meeting and exceeding customer requirements. All of these definitions indicate that the customer defines quality. This implies that the customer is an integral part of the work process. This does not mean that a customer sits with the team delivering the product or service (although this could be highly desirable). It does mean that the needs of the customer are determined and are always in the forefront of decisions made about the output (product or service). Knowing who the customer is for any one product or service is as important as clearly defining the output, because a work process for designing the output cannot be constructed without knowing what the customer expects and needs from the product or service. In this way organizations maximize the opportunity to match the end result with the expectations of the customer.

School personnel have a variety of customers. The counselor will always see students as the primary customers for counseling services. Reports that emerge from the counseling office may go to a number of other customers. And the classroom teacher who comes to the counselor for advice, assistance, or to make a referral is also the counselor's customer.

Defining quality is an important first step for those beginning the quality journey. For many people, quality has always referred to the "goodness" of a product, sometimes the one that was most expensive and had the most features. As Xerox learned in the 1970s and '80s, customers buy what meets their needs when given a choice. A company cannot rely on its reputation alone to sell products when the products fail to conform with the needs of the customer. In the 1960s, Xerox led the copier market with little competition and little incentive to listen to customers. With virtually no competition, Xerox developed copiers that sometimes were not what their customers wanted, but continued to produce high sales. But in the 1970s, competition rose around Xerox, and the company saw its customers looking seriously at the choices they now had. In an attempt to regain marketshare, Xerox's top managers, under the leadership of David Kearns, developed a quality strategy, called Leadership Through Quality, which has been extremely successful in changing the culture at Xerox and bringing business back to this international manufacturing leader.

Each organization, each school must define quality for itself. While this effort requires a total commitment from management to be successful, quality cannot be mandated. Leadership cannot delegate quality and cannot delegate relationships (Crosby, 1992). However, leadership can model quality behaviors and create an environment that will support a quality culture. Creation of a trusting environment is the foundation for a team-oriented culture. And it is in this creation that school counselors can play a vital role.

An organization that moves from a top-down management style—characteristic of supervisors managing people and controlling decisions—to a bottom-up, shared decision-making style creates a new organizational culture. This new culture reflects a new organizational structure, different management practices, high standards for the organization, sustained education and training for workers, two-way communications, and rewards and recognition for successful efforts. These six components made up Xerox's strategy for implementing quality and continuously working to achieve quality in all phases of the corporation's life. Before examining each of these components of quality culture in light of school culture, a brief explanation of Deming's work will be presented to cement the conceptual base of quality.

DEMING, HIS 14 POINTS, AND PROCESS MONITORING

The notion of quality is rooted in the history of statistical quality control. W. Edwards Deming, recognized as the father of quality, forwarded the work of Walter Shewhart, who in the 1920s at Bell Laboratories developed a theory of statistical process control to minimize variation in output. Deming translated this theory into practice for continuous improvement in manufacturing in the 1940s (Schmidt & Finnigan, 1992). Deming's theory emerged from statistical practices and developed into a theory for management that is based on profound knowledge for transformation (Deming, 1986).

> What Deming calls profound knowledge is knowledge universal to all businesses, large or small, in service or manufacturing, profit-making or not-for-profit. Several aspects of profound knowledge . . . Clarity in the definition of quality and knowledge of the principle that increasing quality leads to increased productivity and higher profit are two elements. Other aspects include knowledge of variation, some psychology, and knowledge of the need for cooperation. (Aguayo, 1990, p. 49)

Deming attempted to interest American business leaders in his theory of continuous improvement, but found little response during the economic boom that followed World War II. However, Deming responded to the call of the Japanese for help, and worked with them for many years as they instituted quality practices that reflected his theories. It wasn't until the 1980s that American business leaders, feeling the loss of market share to the Japanese, solicited Deming's help in rebuilding American industry with the philosophy, theory, and practice of quality (Dobyns & Crawford-Mason, 1991).

Deming's 1986 work, *Out of the Crisis*, presents his philosophy, which he articulates as his "14 Points." Deming's theory is actually based on notions of psychology, systems theory, profound knowledge, and variance in processes, but it is the consideration of his points that creates interest, speculation, skepticism, and hope among his readers. These points and theory, initially conceived of for the manufacturing world, have been ably interpreted by many, including Bonstingl (1991) and Tribus (1990) who translate the "14 Points" from business language into a philosophy for education. These points articulate Deming's assumptions that organizations that strive for quality (1) must break down barriers that prohibit people from working together, (2) cannot be based on fear, (3) must focus on educating workers, and (4) should eliminate numerical quotas and performance evaluation.

While it is not the intent of this chapter to examine Deming's 14 points, Deming's work should be reviewed carefully by members of any school considering quality implementation. The points speak to everyone in the organization and offer a good place for discourse on quality. Teachers and administrators generally identify with several of the principles immediately, promoting discussion of how this philosophy not only can undergird the operation of a school, but can influence the operation of a classroom. Discussing Deming's comments about removing quotas and breaking down barriers among workers has invited discussion among teachers in suburban northern Virginia about the need to eliminate current grading and grouping practices. After discussing how the 14 points could refer to the organization of a school, they spoke with excitement about the ways classrooms could function if the Deming philosophy were implemented. It was clear that this was the way these teachers would prefer to teach, but that the current top-down philosophy of public education was influencing not only how the school operated, but how the teachers managed their classrooms.

Perhaps the most important lesson from Deming is the critical nature of processes in systems. Processes that function daily to create products and services that work sometimes only maintain a system that is mediocre and does not conform to customer requirements. Therefore, the system is not attaining a desirable level of quality.

Deming—above all else—calls for attention to processes. For the school leader that translates as (1) understanding the school as one system, (2) identifying processes in the system, (3) monitoring individual processes over time, (4) solving problems that cause variation in a process, and (5) working to take a stable process (one without errors) to a higher, more productive level.

Process problems can be solved by using a formal, step-by-step problem-solving process, while other work processes are created, recreated, or improved by using the steps of quality improvement (see Juran's quality-planning road map, 1989, p. 88). While each organization adopting quality chooses its own problem-solving model, all are very similar and include the following steps:

- identify and state the problem,
- analyze the problem,
- generate possible solutions to the problem,
- choose problem solution,
- implement the solution, and
- evaluate impact of solution.

The process improvement design, called quality improvement process by Xerox (1989), quality-planning road map by Juran (1989), or method for improvement by Joiner (1992), contains a number of steps that help organizational members focus on the customer first and the task second. Juran (1989, p. 88) lists six steps:

- Identify customers.
- Discover customers' needs.
- Translate customers' needs into language of organization.
- Develop product features.
- Develop process.
- Transfer to operations.

Measurements and means for evaluating quality are applied at each of the steps. Quality improvement processes are intended to prevent errors and develop processes that are repeatable and error free. School districts in Virginia's Commitment to Quality partnership monitor processes. For example, one district used control charts to look for variation in test scores over a 20-year period. Other districts have used problem solving to assist with strategic planning, address school bus problems, and tackle major issues, such as racial inequity. Quality improvement processes have been used to design a new interview process for selecting teachers and to provide the structure for developing portfolio assessments for language arts in an elementary school.

THE CULTURE CREATED BY QUALITY

School leaders have always talked about school climate as an important component in the creation of a good school program. Writers in the field of organizational development (Deal & Kennedy, 1982; Schein, 1985) enlarged the notion of climate by suggesting that each organization has a culture that is unique to it, a culture that suggests how people in the organization behave. The culture is driven by what is valued and what behaviors or outcomes are rewarded. Deal and Peterson (1990) looked at the role of the principal in school culture and confirmed the belief that leadership actions and patterns of behavior help mold the culture of the K–12 school.

The move toward quality is such a strong cultural change for schools that I often have defined quality as a *strategy* for changing the culture of schools. A school cannot maintain top-down management, independent departmentalization, competition among faculty and among students, isolationism toward parents, and a quick-fix approach to problem solving and planning and still be considered customer-oriented.

For those who have trouble with the notion of customers, and worry that a customer orientation will involve too many "outsiders" in the day-to-day functioning of the school, consider the challenge teachers, counselors, and principals now face in soliciting meaningful, active participation by patrons in parent groups, advisory councils, and parent-teacher conferences. As school leaders look to reform efforts, they need the support, indeed partnership, of parents in the life of the school. There is no reason to expect parents to respond differently to the call for help with restructuring than they do currently, without the school staff demonstrating a sincere desire to listen to what parents have to say. ***In a quality-driven organization, the customer always comes first.*** That can mean creating an inviting environment in the school as well as going out to the customer. Whatever a school leader chooses to do, he or she must remember that the needs of the customer always undergird any decision. The school staff no longer can afford to sit back and assume they know what is best for all students. Just as Xerox recognized that the copiers it was producing were not what its customers wanted, school leaders must understand that the criticism voiced today toward schools is a customer satisfaction issue, and should encourage a different working relationship among teachers, principals, counselors, students, support staff, parents, business leaders, and the community. It is in the forging of new relationships throughout the school that school counselors can play a critical leadership role.

COMPONENTS OF CULTURAL CHANGE

The schools in Virginia that have partnered with Xerox have used six categories of action to structure their change to a total quality school. Together these six areas of change create a cultural change that is inevitable. Those who have worked with this change process believe that all six actions are necessary to create quality and maintain it over time. I caution the reader to view this change holistically, and not be trapped into believing that quality can be achieved by implementing fewer than all six parts.

1. Organizational Structure and Roles

While the decision to pursue quality and implement TQM must reside with top management, quality affects everyone in the organization. New roles are required of everyone because the organization is moving away from a compartmentalized approach of working (brought forward from the Industrial Revolution) to a collaborative, teaming arrangement.

School superintendents, school boards, and principals must be the first to agree that quality is needed in the school district in order for quality to work. Similarly, the teacher or the counselor must choose to implement quality for it to permeate the structure of the classroom or the guidance and counseling office. Then the leader, whether a superintendent or counselor, must put into place a structure that focuses on the customer, giving those who are closest to the customer as much flexibility as possible to meet customer needs. This usually means pushing decision making to the lowest level—that closest to the customer—and leaving systemic decisions with top management.

2. Management Actions and Behaviors

Quality demands a new role for managers. Rather than monitoring people and their actions, managers monitor the processes that are viewed as critical to the organization. For a principal, this means paying more attention to the outcomes of the school program and less attention to the specific way the teacher teaches. If a process is not producing a quality output, then the principal's role is to call it to the attention of the faculty and to begin monitoring the process more carefully to determine errors. Blame is placed not on teachers, but on the process. Problem-solving or quality improvement teams then can find a better way to reach the desired outcome.

In a quality-driven school, the principal assumes a leadership position. In fact, counselors, teachers, and even support staff must assume leadership roles to move quality forward. If a school is truly collaborative in spirit, and practices the notion of internal customers, then everyone will work to create the best output possible, whether that is a study of creative writing, a different cafeteria schedule, a progress report, or a workshop in personal goal setting.

3. Standards and Measurements

Nothing is more important to an organization than having clearly defined standards for performance. Certainly a school must articulate standards, either through state-adopted standards or locally developed criteria. Attaining a desired standard of performance is what differentiates an outstanding school from a lesser one.

An organization implementing quality will set high standards for the work process and monitor processes to determine whether the standards are met. Continual monitoring requires consistent collection of data to measure the processes. Every effort is made to collect measurements throughout the process rather than waiting to inspect at the end.

Many quality companies, such as Xerox, use benchmarking to achieve high standards. Benchmarking provides feedback from other organizations that have been successful with similar processes.

4. Training

Sometimes organizational leaders see training as the most important element of quality. Certainly training is necessary for all employees, but it is part of the system of change, and cannot cause change in and of itself.

Training programs usually support quality by (1) orienting leadership to the principles of quality; (2) providing specific skill training in the statistical tools of quality; (3) providing specific skill training in the communication and interpersonal skills needed for teaming; (4) offering managers new leadership training; and (5) providing sustained support to all personnel as quality is implemented.

5. Communications

Any successful change in an organization requires good communication among staff. With quality implementation, credible communication is critical, because the changes in roles and responsibilities create skepticism among workers.

The quality school will have open communication that expresses a clear commitment to quality practices. Communications with customers as well as internal communications should reflect this practice, and discussion throughout the school should be open. The sharing of information is one determinant of a quality organization, because for good decisions to be made, those involved with decision making must understand as much as possible about the organization. The knowledge, skills, and abilities of school counselors can play a vital leadership role in this area.

6. Recognition and Reward

Although schools often maintain that they cannot reward their employees in the same way that private industry recognizes achievement (i.e., bonuses, raises, higher-level positions), schools adopting quality can find ways to say "thank you" to those employees who make a significant contribution to the quality effort. Each school system will have to determine what this recognition will be and how it will be tied, if at all, to performance evaluation.

Quality is based on the assumption that people are intrinsically motivated to perform well in their jobs. No one wants to do a bad job.

While doing good work will be satisfying to the worker, it is important that the organization, through its leadership, recognize this work and give the worker that special human recognition that encourages him or her to continue to strive to meet the goals of the organization.

THE LOOK OF QUALITY SCHOOLS

Currently seven school districts are participating in the Commitment to Quality partnership with Xerox Corporation, and at least 25 other districts are implementing TQM in Virginia. Each month additional districts request awareness sessions or training using Xerox's materials. With more than one-third of the school districts implementing quality, one wonders what these quality schools look like. How are they alike? Are their demographics similar? What about their leadership?

Upon observation, it is clear that quality schools represent the vast diversity of the nation. Rural, urban, and suburban schools successfully implement quality. Some are large, others small. The keys seem to be leadership and commitment.

What is different about these schools? They take teamwork seriously. After receiving training in teaming, they practice it effectively, using the tools of a problem-solving process and the quality improvement process. Their meetings run efficiently because they have adopted meeting guidelines and share roles in meetings (see Appendix A). Teachers use the statistical tools in which they have been trained, taking them not only into meetings, but into the classroom as well. And it is in the classroom that one sees a great difference. Some teachers use quality processes in the classroom and others teach them to students so that they can begin to think in terms of continuous improvement for their own education.

The environment of a quality school supports change. Leaders understand that change will be a part of the school system, and reward creative solutions to problems. Schools are using quality as the strategy for creating and implementing school reform, whether it is state-led restructuring or school renewal. They find that quality practices help them think long term, strategically, and holistically.

How does the principal look in the quality school? The principal is truly a leader, not a manager of people. He or she focuses attention on the inputs to the processes that are important to monitor, and calls attention to variation and problems. One principal in a quality high school maintains monthly graphs and charts to monitor processes, and is able to work with a team of teachers, parents, and students to find a solution to a problem immediately after it is spotted, rather than waiting until the end of the year to learn that someone has been lost in the system.

What about school-based management? Many schools throughout the nation have implemented school-based management to varying degrees of success. Quality demands school-based management, as the philosophy of quality calls for decision making as close to the customer as possible. The tools of quality and the training that supports implementation enable any school interested in school-based management to begin the transformation. It was with this in mind that Xerox and the Virginia Department of Education began the quality partnership, both organizations supporting the notion of school-based management that featured empowerment of teachers, students, and staff; teaming for decision making and work; and principals and teachers assuming new leadership roles.

School counselors, teachers, and administrators have always cared about people—that is why they chose to work in schools. A management strategy that reflects a belief in people and the good work they can do; a strategy that reflects a respect for the individual, both the customer and the supplier; a strategy that focuses on continuous improvement—this is what quality is about, and this is the appeal it has to school leaders today. Quality allows people to focus on improvement without assigning blame to people, and it encourages meaningful change without attacking the work people are currently doing. Perhaps this is why so many school people in Virginia, and throughout the United States, are interested in TQM and are investing their resources—time, people, and money—to make quality education a part of every student's life. A glossary of key terms and concepts is provided as Appendix B.

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For additional information on the Commitment to Quality partnership between the Virginia Department of Education and Xerox Corporation, contact the Virginia Dept. of Education, P. O. Box 2120, Richmond, VA 23216-2120.

APPENDIX A
Meeting Guidelines

One of the components of teamwork training that supports TQM is learning how to run meetings more effectively. Teams learn how to create agendas; keep action minutes; play various roles during meetings, such as timekeeper and scribe; and establish other guidelines that meet the needs of the team. Resources, such as Mosvick and Nelson's (1987) *We've Got to Start Meeting Like This!* guide teams as they develop meeting guidelines. The following is an example of meeting guidelines designed to encourage participation by all members of a team while conducting business efficiently:

- Develop an agenda for each meeting.
- Start and end meetings on time.
- Include all members of the team in discussion.
- Base decisions on consensus rather than voting.
- Rotate roles at each meeting (such as scribe, timekeeper, leader, reporter).
- Keep minutes of meetings in an action format.
- No side conversations.
- No interruptions.

APPENDIX B
Glossary

benchmarking Examining the processes used by a competitor or other kind of organization that produces a product or service of the quality desired. *School leaders may benchmark their technology services against another school that has been recognized as a leader in technology. They could benchmark their cafeteria services against a cafeteria in another institution or a commercial enterprise. School leaders may use benchmarking as a tool for improvement, so that one day their school is the benchmark for that process.*

collaboration The way people in a quality-driven organization work together. *Inclusive, collaborative efforts in a school could include any decision-making process previously completed by one individual or one department or grade level (e.g., selections by the guidance office, referrals by a teacher, permission by the principal).*

continuous improvement The philosophy that undergirds quality, as customer requirements continue to change, products and services must change to maintain quality status. Continuous improvement is achieved not only by creating new products and services that conform to customer requirements, but by improving existing processes within the system of the organization. *Continuous improvement in schools may include improving the way the counseling department delivers services; revising the curriculum based on annual student performance and regular customer feedback; and maintaining high standards for students, staff, and program outcomes.*

cost of quality The cost associated with creating and delivering a quality product or service. *When a school develops a new program, the cost of quality includes not only initial development costs, but also the cost of piloting the program, modifying the program to meet customer requirements, and implementing the program throughout the school.*

customer The person (or collection of people) who receives the service or product and determines if quality is achieved. An external customer is the person outside the organization who receives the end product or service. An internal customer is anyone who receives output (during the production process) that is handed to him or her from someone else in the organization. *External customers for education are students, parents, community members, businesses, and policymakers. Internal customers include teachers, school counseling staff, administrators, support staff, central office staff—anyone who is part of the process and receives output from another person during the process.*

data-based decision making Using data and other accessible information to inform decisions made in a quality-driven organization; statistical tools taught in quality training are used to assist with data-based decision making. *School leaders who use data extensively have at their fingertips the information that supports a request or decision made. While some new information may be sought, often schools house a great deal of data not currently used, and the statistical tools assist in managing that data more effectively.*

empowerment Sharing of power among all who work in the organization to (1) enable teams to function, and (2) create synergy for effective decision making and problem solving; stimulates a culture that allows those closest to the customer to make day-to-day decisions. *In schools, empowerment of teachers and students could influence decisions about curriculum and instruction as well as the use of resources.*

14 points W. Edwards Deming's beliefs about the behaviors needed to create a quality-driven organization; the points articulate Deming's assumptions that organizations that strive for quality (1) must break down barriers that prohibit people from working together, (2) cannot be based on fear, (3) must focus on educating workers, and (4) should eliminate numerical quotas and performance evaluation. *In educational terms, the points speak to breaking down barriers between grade levels and departments, providing retraining for teachers, and eliminating grades and homogeneous groupings that put students in competitive situations.*

meeting guidelines Rules agreed upon by a team or organization to guide meetings. Guidelines may help set parameters for meetings, outline roles played by various team members, and provide structure for setting agendas and keeping minutes. *School personnel may find meeting guidelines helpful with faculty, team, and child study committee meetings, and parent-teacher conferences.*

meeting roles Roles assumed by members of a team to facilitate team meetings; roles change from meeting to meeting to insure equity among participants, and usually include leader, scribe, timekeeper, reporter, and process guide. *School personnel may find that the utility of assigning roles is as important in cooperative learning groups in the classroom as it is in faculty and staff teams.*

output An end product or service that is passed from the supplier to the customer. *Examples of output in schools include (1) progress report completed (classroom teacher, supplier; school counselor, customer); (2) family life education course taught (health teacher, supplier; student, customer); and (3) parenting skills workshop manual delivered (parenting team, supplier; at-risk parents, customer).*

problem-solving process (PSP) A process adopted by an organization, used consistently throughout the organization by teams to facilitate problem solving. While models may vary from five to seven steps, most include the following activities in the process: identification of the problem, analysis of the problem, generation of possible solutions, selection of one solution, plan for implementation, implementation, and evaluation of the solution. PSP is an enabling process; that is, PSP enables the users to address problems within an existing process, to improve not only that process, but the system overall. *School teams could use formal problem solving to deal with problems related to instruction, student behavior, the infrastructure of the school—any problem the team is empowered to solve.*

quality Delivering products and services that meet and exceed customer requirements. *For schools, creating educational products and delivering an educational program that conforms to the requirements of students, parents, and the community.*

quality improvement process (QIP) A process adopted by an organization, used consistently throughout the organization by teams to prevent errors as new products and services are developed. QIP focuses the team on customer conformance, emphasizes planning for quality, and requires the collection of data to measure the effectiveness of the process. QIP is an an enabling process—that is, QIP enables the users to prevent problems in a new process, allowing problems in the process to emerge before the process is implemented system wide. *QIP will be new to school leaders, and offers great potential for teams charged with implementing new ideas or programs. This step-by-step process can be used for creating new report cards, developing handbooks and curriculum guides, creating an interview guide, developing a selection procedure for a scholarship applicant, and designing a block schedule.*

statistical tools Techniques for managing information related to processes in the system; tools that can assist during the problem-solving and decision-making processes. Common tools include flowchart, check sheet, Pareto chart, brainstorming and list reduction, nominal group technique, histogram, run chart, cause and effect diagram, scatter diagram, control chart, and force field analysis. *Educators may find that they have used some tools, such as the run chart and brainstorming, extensively, but have not been introduced to other tools, such as the Pareto chart and control chart. The control chart is important to monitoring processes via Deming's statistical process control.*

supplier The supplier provides the customer with raw materials to create the product or service, or with output created during the process. *Suppliers of output to teachers include copier paper distributors, curriculum specialists, special education teachers, mental health providers, and counselors.*

teaming Using multiple talents and experiences of organizational members to share in the production of a product or service. Teams are given the responsibility to solve problems and make changes in the processes that create the product or service, and are held accountable for the end result, that is, whether the product or service is one of quality (as defined by the customer). *School teams may be composed of (1) teachers who share students and plan for their instructional program jointly, (2) teachers and support staff brought together to solve a problem (e.g., too many students missing class), or (3) customers of the school (students, parents, community) and suppliers from the school* *(teachers, administrators, support staff) working together for continuous improvement (e.g., improve communications from the school to the community and solicit ongoing input from the community).*

total quality management (TQM) A strategy for managing an organization that insures quality; usually associated with the work of Joseph Juran and his three components for TQM: quality planning, quality control, and quality improvement.

3. Skills for Success in the 21st Century: A Developmental School Counseling Program

Nancy S. Perry

WHAT SKILLS ARE NECESSARY FOR SUCCESS IN THE 21ST CENTURY?

Recent reports suggest that Americans must be better skilled to meet the competitive challenge of global economics. *America's Choice: High Skills or Low Wages* (National Center on Education and the Economy, 1990) states that because of the U.S. standard of living, the United States will never be able to compete for the lowest wages in worldwide competition. Therefore, if the United States is to survive as an economic power, it must help its people to obtain high skills. Concurrently, the report of the Secretary's Commission on Achieving Necessary Skills (SCANS) (U.S. Department of Labor, 1991) very clearly outlines "What Work Requires of Schools." The SCANS report notes that skills for the workplace go beyond the basics of reading, writing, and arithmetic. It states that "workplace know-how" has five competencies that are built on a strong foundation. These competencies are the ability to:

1. use resources,
2. develop interpersonal skills,
3. acquire and use information,
4. understand complex systems, and
5. select and apply technology.

These competencies are built on a three-part foundation that includes:

1. Basic skills: Reading, writing, performing arithmetic and mathematical operations, listening, and speaking.
2. Thinking skills: Thinking creatively, making decisions, solving problems, visualizing, knowing how to learn, and reasoning.
3. Personal qualities: Displaying responsibility, self-esteem, sociability, self-management, integrity, and honesty.

Workplace competencies must be based on basic skills, thinking skills, and personal qualities or they will be limited. For example, success in selecting and applying technology will be determined by one's knowledge of mathematical operations and the capacity to reason. The crucial ability to communicate understanding of complex systems (whether as a manager or a worker) will depend on one's capacity to write, speak, and listen. You may have the interpersonal skill to negotiate outside and inside the workplace, but if you do not possess integrity and honesty, your efforts to reconcile differences will be unsuccessful.

In team-based quality environments interpersonal skills and personal qualities are as important as employees having the technical skills to perform the job. In Chapter 1, the EQUIP Model highlights process skills on a par with mastery of the curriculum and students becoming independent learners. The three outcomes (learning independently, mastering the curriculum, and applying process skills) are all necessary ingredients to success of the student in post-high school pursuits.

These reports show that one's ability to use the aforementioned competencies and specific technical skills relies on a firm foundation of academic skills, adeptness in communicating knowledge, basic thinking skills, and the personal qualities to relate to colleagues and customers.

The National Education Goals adopted by the President and the nation's governors in 1991 also refer to or imply mastery of skills by setting such aspirations as readiness to learn, a 90% high school graduation rate, responsible citizenship, productive employment, and a secure learning environment. These national goals, which have been adopted in some form by more than two-thirds of the states, are the first attempt to set nationwide standards with the overall goal of improving the skill level of American workers. These goals are stated as outcomes—what needs to happen as a result of the educational process of students.

It is clear that all of these studies are saying the same thing: We must do a better job in educating our young people for success in the 21st century. They need not only technological understanding but also interpersonal skills and personal qualities to use technical skills effectively.

HOW CAN SCHOOLS HELP STUDENTS TO ACQUIRE THE INTERPERSONAL SKILLS AND PERSONAL QUALITIES NEEDED?

Most schools already have personnel with the talent and knowledge to teach the interpersonal skills needed for success in the 21st century. Among these are professional school counselors, who have the necessary process skills to help students obtain and practice interpersonal skills.

Traditionally, school counselors have worked with students on an individual basis, teaching interpersonal skills as needed. They assisted students in the development of desirable personal qualities through one-on-one personal counseling. While this method is effective for the limited number of students served, it is inefficient and inconsistent as an approach to assisting all students. It certainly does not ensure a comprehensive, developmental program of delivery. It also does not ensure counselor accountability.

For the past decade the profession of school counseling has taken a more proactive role in school operations, aided by the growing numbers of elementary school counselors. With the establishment of comprehensive school counseling programs that are based on the developmental needs of students, counselors have become more visible leaders in the schools. However, there is still much to be done.

The major shift from emphasis on individual crisis counseling to comprehensive programming establishes the counselor responsibility to meet the needs of *all* students, not just those with problems. But to meet the needs of all students, counselors must function within planned counseling programs. Working with groups of students, whether in an instructional capacity by teaching integrated learning units or in small-group guidance or counseling settings, is an effective and efficient delivery system; however, limited resources and time must be carefully planned.

Furthermore, to meet the needs of all students, the school counselor must work as a team member. It is critical to the success of the school counselor that he or she not be seen as an ancillary service provider, but as a member of the school team—a provider of direct services to students and instructional support of the school's academic program. However, even when grouping students, it is impossible and impractical for the school counselor to be the sole provider of classroom instruction in process skills and the sole provider of direct responsive services, such as individual and small-group counseling, consultation, and individual referrals initiated by immediate needs of students. The provision of process-skill education and direct student services must be the responsibility of the entire school staff in concert with community members, each operating within the qualifications of his or her training and preparation. This proactive approach offers opportunities to prepare students better for the world of tomorrow and to infuse quality into education through the proven processes of comprehensive, developmental school counseling programs.

WHAT ARE COMPREHENSIVE, DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS?

School counselors traditionally have been overburdened and underused, in part, because of the lack of structure in their discipline. The result often has been to inherit administrative and clerical tasks that are time-consuming and represent a poor use of the talents of highly trained professionals. The comprehensive school counseling program approach, based on developmental principles, is a cost-effective strategy built on a clearly defined program with stated goals and outcomes. It uses school counselors' training while providing a method for reaching all students through an approach of prevention and intervention.

Contrasted with traditional guidance programs, developmental school counseling is:

- designed to reach all students, not just those individuals who are referred because they have become a focus of concern or are assigned to a caseload by virtue of the first initial of their last name.
- an integral part of the whole educational enterprise, not just a supplemental or ancillary service which can be discontinued when financial resources dwindle.
- comprehensive in scope and sequence; designed to address specific developmental competencies across the K–12 grade level span which cluster in at least three areas of emphasis:

1. Personal-Social or Learning to Live: becoming more aware of who we are and how we can effectively interact with others.
2. Career Development and Learning to Work: becoming more aware of what and how to plan for the remaining school years and for life after school.
3. Educational Success or Learning to Learn: becoming more aware of how to realize achievement potential while in school.

Again, you should note how well the three areas of emphasis align with the student outcomes of the EQUIP Model: independent learners, mastery of the curriculum, and process skills.

Trotter (1992) notes that comprehensive, developmental school counseling programs are:

- both prevention and intervention-focused and designed to address multiple issues in any of the three areas of emphasis described above; and
- comprehensive by design and characteristically implemented through curriculum, individual student planning, responsive services to customers, and system support activities.

Program components include:

1. School counseling curriculum consists of those activities which address mastery of specific competencies and may be conducted in classroom or small group situations. Examples of curriculum activities include counselor-teacher conducted integrated classroom units on peer relationships, decision making, and study skills.

2. Individual student planning consists of those activities through which students are helped to manage their own personal-social, educational, and career development. An example of an individual planning activity would be a student-counselor review of the outcomes of an assessment program and how these results relate to future educational planning.
3. Responsive services consist of those activities through which more pressing student issues are addressed. Examples of responsive service activities include personal/individual and group counseling, consultation, and referral to internal or community resource personnel.
4. System support activities are those through which the school counseling program is managed and enriched, and the total educational program—of which school counseling is an important part—is supported. Example system support activities include program evaluation, professional development, public relations, and district-wide committee functions.

Comprehensive school counseling programs are:

- organized and conducted by certified school counselors in collaboration with other educational professionals, whose ongoing cooperation and support are essential to successful implementation and maintenance;
- implemented and maintained in a deliberate, planful, and systematic fashion, beginning with a determination of readiness and finishing each school term with an evaluation of outcomes and accomplishments;
- accountable and evaluation-based; developed on the strength of a comprehensive context evaluation of current practices, client characteristics, and consumer needs; a careful input evaluation of program alternatives and available resources; an ongoing process evaluation of progress made toward meeting originally expressed needs; and finally, a product evaluation at the close of each school term to determine the merits of program continuation and needs for improvement.

A comprehensive school counseling program helps to balance reactive services with planned program activities. It balances the short-term need for intervention in student problems that affect learning, and the long-range prevention of such problems. It assists positive student development and the achievement of student outcomes.

In a comprehensive program, school counselors have an obligation to ensure that all students are provided the opportunity to learn and practice interpersonal skills, such as teamwork, goal setting, communication, and decision making, that are identified competencies for success in the workplace. Counselors may teach these skills themselves through planned, integrated classroom learning units (see Chapter 7) or counselors may be a resource for life-skills curriculum in advisor/advisee programs (see Chapter 11). Counselors also may act as consultants to teachers in the integration of these skills into the academic classroom.

For example, the counselor could be a consultant to a classroom teacher who would like to use the instructional method of cooperative learning. Half of cooperative learning is content and the other half requires team-building skills in negotiation, problem solving, decision making, and effective communication. Teaching interpersonal skills is part of the school counseling curriculum. In cooperative learning, mastery of the content will only be as effective as mastery of the interpersonal skills. Cooperative learning, one of the principal strategies of educational reform (Glasser, 1990), provides an opportunity for the school counselor to form a working alliance with the classroom teacher.

The skills needed for success in the classroom are the same skills students need for responsible citizenship and productive employment. The school counselor can teach these skills directly through integrated learning units or can assist indirectly by serving as a resource to the classroom teacher. This collaborative relationship establishes the comprehensive school counseling program in its rightful place as an integral part of the entire educational program.

Students may learn interpersonal skills in the classroom setting, but the necessary step of transferring those skills to their lives usually takes place in an individual planning (counseling) session with the counselor. Although information can be imparted in groups, the synthesis and assimilation of that information must be processed as it pertains to the individual. This one-to-one individual student planning session is also a time to help the student set goals, make decisions, and ascertain individual needs. Areas addressed might include:

- Does the student have difficulty working as a team member?
- Does the student need more practice in self-evaluation?
- Does the student have the competencies and skills to perform at a high level but lack the belief that he or she is capable of success?

Positive self-esteem is the catalyst that makes all learning possible. The student who sees him or herself as an independent learner knows and values his or her abilities and takes responsibility for learning. The school counselor serves as a resource for teachers in understanding the importance of positive self-esteem as the foundation for success in life. Strategies to instill this concept should be infused into every activity of every classroom. The individual interview with the student provides the opportunity for evaluating the success of interpersonal skill building for that individual and for remediation of weak areas.

System support includes all the activities and planning that define and support the school counseling program. This includes efforts to involve the faculty and parents in promoting the goals of the school counseling program. Advisory councils (see Chapter 4), school-business partnerships, student assistance team consulting (see Chapter 9), public relations, and site-based management steering committees are but a few examples of ways to support a comprehensive, developmental school counseling program. Such sources provide customer feedback on the counselor's proactive approach for reaching all students, the primary customers of the school counseling program.

TOTAL QUALITY MANAGEMENT PRINCIPLES AS APPLIED TO A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

There are certain defined principles of quality organizations that can be used as criteria for evaluating the school counseling program as a quality structure. They are:

- *Total involvement of everyone in the organization in meeting the customer's needs.* For the comprehensive, developmental school counseling program to be valued as an integral component of the entire educational program, it must have the support of the administration and school board. Faculty must understand the purpose and value of a comprehensive program and participate as members of the school counseling team if an environment for quality learning is to exist. The school counselor can be the quality facilitator of the school climate but the entire staff must commit themselves to support it.

- *Systematic support and customer focus.* All facets of the organization are in sync to meet customer needs. An effective comprehensive school counseling program should have a plan that is understood and agreed on by all participants. The plan should include desired student outcomes; strategies and activities to achieve the outcomes; assignment of responsibility for the activity; and evaluation of the results. Good communication among staff is of the utmost importance if a total quality learning environment is to exist.
- *Measurement and monitoring of key work process.* Continuous improvement of the counseling program is possible only if program components are understood, used, and evaluated. A school counseling program plan helps everyone know what is expected of individuals and how they fit into "the big picture." The plan should note how the outcomes will be evaluated and how success will be measured. Chapter 1 describes strategies to infuse a school counseling program into the central purposes of the school.

A culture constantly striving for continuous improvement

An effective school counseling program continually seeks feedback from its customers—students, parents, school staff, community. This may be done informally through interviews or through more formal channels such as an advisory team or surveys. Ongoing assessment and program improvement are essential features of a quality organization. This self-evaluation also eliminates duplication of services and unneeded activities.

Decision making based on data, not subjectivity

Needs assessments, aligned with professional knowledge of developmental stages, form the basis for school counseling programs. The needs of all "customers" must be considered in making program decisions. A quality organization has two types of customers: external and internal. External customers are those who receive the output of the organization. Unique to schools, students are both the product, in a sense, as well as the external customer. Parents are also customers, of course. But in a larger sense, society is the ultimate customer. If schools are not turning out students with the skills needed in the '90s and beyond, the quality of life in America will decline (Burgess, 1992). Schools must meet the needs of society as well as those of the individual student.

HOW DO WE KNOW COMPREHENSIVE SCHOOL COUNSELING PROGRAMS PRODUCE RESULTS?

In a recent series of papers, counseling consultant Harry N. Drier, formerly of the research center at Ohio State University, documents the positive claims and results of comprehensive school counseling programs. He contends that the nation's school counselors have produced measurably positive results, as evidenced by 20 years of cumulative empirical research that measures guidance and counseling program outcomes. The results indicate that "when guidance and counseling services are developed and delivered in a programmatic and complete way they are effective and responsive to student, parent, school, and employer needs and expectations (Drier, 1993).

Drier cites Campbell, Connell, Boyle, and Bhaerman's (1983) major review of research on the results of guidance and counseling in the schools. The research studies that were reviewed had to meet the following criteria: (1) the study was recent, (2) the population of the study was in grades 9–14, (3) the size of the study sample was significant, (4) the setting for the study was an educational agency or community service organization, and (5) the study was empirical. Studies were reviewed according to objectives, interventions for implementing the objectives, setting, instruments used to measure the effect of the intervention, and major findings or outcomes.

Objectives were grouped into five broad results categories: (1) improved school involvement and performance, (2) personal and interpersonal work skills, (3) preparation for careers, (4) career planning skills, and (5) career awareness and exploration. A number of studies had multiple objectives that included several of the categories.

Drier compiled the following summaries to indicate the major findings of the empirical studies:

- *Improved school involvement and performance.* A total of 41 studies focused on one or more of the five dimensions of this theme. The majority of the studies reported gains in student behaviors, which were attributed primarily to interventions involving individualized student learning experiences such as experienced-based career education, special classroom activities, career exploration, and counseling.

- *Personal and interpersonal work skills.* Thirty studies dealt collectively with this multiple objective—19 with self-awareness, five with interpersonal and life-skills, and six with work values. The overwhelming majority of studies in this outcome category reported positive effects—i.e., 26 out of 30. In summary, the various interventions used—particularly career education, employer-based career education, and career and vocational exploration—led to favorable results.
- *Preparation for careers.* Fourteen studies focused on this theme, 12 of which demonstrated positive gains. The gains were attributed to four types of interventions: (1) counseling, (2) classroom instruction, (3) employer-based career education, and (4) career exploration activities.
- *Career planning skills.* In general, career guidance interventions have a beneficial impact on acquiring career planning skills. Of the 34 studies reporting evidence on this theme, 27 had a positive outcome. Although many different interventions were used to achieve the outcomes, two were mentioned in more than half of the studies—employer-based education and counseling. Other interventions ranged from computer-based programs to classroom activities.
- *Career awareness and exploration.* Forty-four studies reported data in this area. Of the total, 31 showed positive results in various aspects of this objective. The remaining 13 indicated no significant differences among the group studies, mixed results, or minor differences. In terms of interventions that showed more positive effects, the following were most prevalent: career and vocational exploration, experience-based career education, counseling activities, and career education activities.

Drier draws the following conclusions based on this early research of the impact of guidance and counseling:

- The preponderance of evidence suggests that guidance and counseling interventions achieve their intended objectives if guidance personnel are given the opportunity to provide structured guidance interventions in a systematic, developmental program.

- Guidance and counseling has demonstrated its effectiveness in influencing the career development and adjustment of individuals in the five broad outcome areas.
- Guidance and counseling has been successful in assisting individuals representing a wide range of subpopulations and settings, such as correctional institutions, vocational training centers, community colleges, and rehabilitation centers (Drier, 1993).

The paper further cites a major review of the literature in school guidance and counseling that found that program interventions have a substantial impact on students' educational and personal development and that guidance program interventions contribute to students' success in the classroom (Borders & Drury, 1992).

Research was analyzed by Gerler (1985) at the elementary level and St. Claire (1989) at the middle school level. Both found that guidance and counseling program interventions in the affective, behavioral, and interpersonal domains of students' lives, affected students' academic achievement positively. Finally, Evans and Burck (1992) conducted a meta-analysis of 67 studies concerning the impact of career education interventions (career guidance) on students' academic achievement and confirmed the values of these interventions as contributors to the academic achievement of students.

Drier concludes that guidance and counseling program interventions produce measurable results. "It is important to understand, however, that to see results from guidance and counseling program interventions, counselors and other guidance personnel must have the time and the resources to do their work. They must also have the necessary organizational framework—the guidance and counseling program—in which to operate" (Drier, 1993).

THE UNIQUENESS OF THE SCHOOL COUNSELOR ROLE IN ADVANCING THE SKILLS TOMORROW'S WORKERS NEED

Sometimes school counselors forget that they have unique skills—skills the majority of the public and even teachers do not possess. Effective communication skills are the heart of counseling. The "new" movement to empower and involve the student in problem solving and decision making always has been at the root of effective counseling. School counselors also have knowledge about human development that needs to be imparted to the staff and parents so that they, too, may be more effective in their relationships with each other and with the school's primary customer: the student.

Counselors have been trained as "change agents," and they understand that nothing is more difficult than changing human behavior. Perhaps more important, counselors believe that students can change their behavior. They listen empathetically and reflect feelings that help clients gain insights into their behavior that will help them change. These communication skills are learned and mastered through practice. Among educators, this learning is unique to school counselor preparation.

School counselors have always known what William Glasser understands—that human beings are intrinsically motivated to meet their basic needs of competence/power, belonging, freedom/choice, and fun. Glasser asserts that we always know how we feel about what we are asked to do, and make choices to respond in ways that are designed to meet our needs. People want to do their best, to produce quality. Quality work feels good and is self-reinforcing because it meets one's needs (Glasser, 1990).

Similarly, W. Edwards Deming has said that to achieve quality, organizations must "drive out fear" and remove barriers to quality (Deming, 1986). Glasser and Deming agree that intrinsic motivation and self-evaluation of one's efforts are the heart of quality work. School counselors know this; quality organizations know this; and for schools to provide students with the success skills of the next century, schools must learn this. The professional school counselor can be the facilitator of the change process in the quality school of the future—the school's "change agent."

As resident human relations experts, school counselors are powerful resources in the schools. Recent reports validate the kinds of skills and personal qualities that school counselors always have considered as vital to the total development of young people. The opportunity exists for school counselors to affirm their talents by putting forth a comprehensive program to ensure that all students will learn and master the skills necessary for success in the 21st century.

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PART THREE—WHAT WE KNOW

Do we know who our customers are and what they require of us?

Do we measure customer satisfaction so that services can be continuously improved?

Do we encourage suggestions from our customers on how to improve the services we provide?

Who are the suppliers to and within the system?

What are our key work processes that result in measurable student outcomes?

Are our key work processes documented and measured, and the data analyzed, to improve services and note trends?

Are problems within systems identified, defined, given priority order, and systematically solved at the root cause level so that they will not occur again?

Do we add value at every step of our work processes?

How are nonvalue-added (wasteful) process steps eliminated?

What research/evidence exists for what school professionals do?

What knowledge base do school professionals possess?

What has experience taught us about fostering student development?

This section contains a comprehensive career development plan that can serve as a means for infusing school counseling roles and functions into the total school program. By way of example, a successful high school with a strong student-focused school mission—one in which the school counselor is vital to that success—is featured.

4. A Quality Approach to Career Development

Rebecca M. Dedmond, Sydney S. Sherrod, and Sharon L. Bryant

The successful integration of a career development program into school curricula is a challenging undertaking, one that requires the cooperative effort of educators and community members. Today's students will have to cope with tomorrows' workplace—a workplace of changing work roles, ethics, and skills. To prepare students for successful entry into that complex workplace, we must assist them to access both human and material resources that are available through the business community. Traditional career guidance materials available in schools are often inadequate and of little help as students plan and prepare for the careers of tomorrow. Businesses constantly are studying the technologies, economic conditions, and management systems that will affect business and careers in the 21st century, and they are willing to share this information with schools.

It is the educator's responsibility to identify business resources and make them available to students as a component of a comprehensive program of personal assessment, technical skill development, decision making, and job tryout experiences.

This chapter presents a model in which counselors take a leadership role in a team approach to the implementation of a comprehensive career development program. Based on the quality concept of shared decision making, the counselor employs the expertise of teachers, administrators, parents, students, and community leaders to assist students in making a successful transition into the workplace. The chapter details the steps in the quality change model that lead to a results-oriented career development program. It demonstrates how business/education/community partnerships can yield win-win outcomes that benefit all stakeholders.

WHAT WE WANT—THE VISION

The emerging definition that undergirds the new vision of career counseling must be that it is a *systematic process* that can help clients identify and use resources, knowledge, and skills to create their future. If we are to help students acquire the skills to become tomorrow's satisfied, contributing, and productive citizens, counselors need to help all students understand options for career paths and directions.

Effective school/community/business partnerships and collaborations support the counselor in implementing comprehensive career development programs.

Satisfied Customers

Meeting the needs of the primary customer—the student—must be the ultimate goal of schools and career development programs. Through improved programs, we want students who:

- are motivated to learn rigorous academic content,
- achieve self-fulfillment in their careers,
- become independent learners and thinkers,
- become lifelong learners,
- acquire employability skills,
- work collaboratively and collegially,
- understand the importance of continual self-evaluation, and
- work continually to reach personal goals.

WHAT WE KNOW—THE PROBLEMS

The Data

Students need career information. A 1990 Gallup poll clearly showed that students and adults want more career information and they need to know where to find it. Brown and Minor (1989) report that 55.6%

of the men and 61.7% of the women surveyed indicated that if they could start their careers again, they would seek more career information and seek it earlier than they did when they were planning for their first jobs.

Only 17.2% of participants in a 1987 Gallup poll reported seeking assistance or career-related information from a school or college counselor. This may be due to the large student:counselor ratios found in most schools or to the limited control counselors have over their roles and responsibilities.

Work Force Needs

The needs of the work force and workplace are creating changes in career opportunities. Research and current predictions indicate:

- By the year 2000, 60% of the population will be between 35 and 54 years old. These experienced workers will be tough competition for the young people entering the work force.
- By the year 2000, 40% of the jobs in the United States will be "high-skill jobs" ("The Forgotten Half...," 1988) requiring high levels of technical knowledge and skills that can be developed only through a carefully planned educational program that begins early and incorporates a variety of career exploration experiences.
- Workers no longer can expect to stay in one job or with one company for all or most of their working lives. In fact, several futurists predict that most people can expect to change jobs and employers as many as seven times. This means that our students will have to develop skills that transfer from one employment setting to another. They need help to understand how subjects and curriculum studies in school, as well as work habits, relate to their future roles as productive, satisfied, contributing members of society.

The Current State of Counseling

Currently, many counselors think they do not have the time to plan and implement quality career development programs. Often a large part of the school day is spent on paperwork or scheduling or in meetings. Counselors are busy with such things as class schedules, college applications, and referrals for special services. As a result, students do not receive adequate career assessment, counseling, and planning assistance. Encouraging counselors to incorporate career development as an integral part of their counseling responsibilities sometimes evokes the response, "I don't have time to complete all the schedule changes on my desk now. I'm doing all that I can do. I can't take on one more task."

In many schools counselors have limited control over their role and responsibilities. Counselors also have little time to coordinate and plan preventive programs because they face a steady stream of students with urgent problems.

A large student:counselor ratio may create an overwhelming work load, leaving little or no time to address the developmental needs of so many students. These problems make it difficult to convince overburdened counselors and school administrators of the necessity to incorporate career education into the counseling program. Yet the need to change the way our schools are preparing students for the work force has been well documented.

Among the reports that document student needs are *America's Choice: High Skills or Low Wages!* (1990) and *What Work Requires of Schools: A SCANS Report for America 2000* (1991). Most recently, Secretary of Education Richard Riley, in the April 1993 GOALS 2000 Satellite Town Meeting, announced the Educate America Act, which aims to create schools and school systems where all students can reach world-class standards. His outline of some basic ideas for communities to consider when thinking about school-to-work issues included:

- making sure businesses are strongly committed to working with schools,
- setting high standards for all students,
- integrating classroom learning with on-the-job learning, and
- including all students—even the college-bound—in school-to-work plans.

According to Secretary Riley, "Every student, whether he or she plans to go to work or to college, needs time to think about and explore various career pathways. And all students can benefit from more real-world, hands-on, and practical emphasis."

There is considerable evidence that students are leaving school without sufficient knowledge to assist them to manage their personal, social, educational, and career plans. They leave with

- little or no knowledge of how to most efficiently and effectively move to the next stage in their lives,
- few marketable skills for entering the workplace, and
- few decision-making skills.

Thus, the existing data tell us that schools are not providing quality career education and counseling programs. Decisions made in quality organizations are based on data. The most current and reliable data must be readily available to design and implement the career program successfully. The following questions need to be answered:

- How can the counselor balance the myriad responsibilities?
- How can the counselor ensure that accurate and timely information becomes an integral part of the quality career development program?
- Is the importance of community, business, and government involvement realized?
- How can students be assisted to make the connection between school and their futures?
- How does the counselor provide a quality career development program for all students?

We Believe We Must Make Time for Career Development

Quality career development programs must be an integral part of educational change if we are going to prepare our students to become contributing, productive citizens throughout their adult lives. Counselors can use the Quality model to facilitate this change. Counselors, working with teachers, school administrators, students, parents, and business and community leaders—through collective imagination and creativity—can plan and implement a career development program that will be integrated into the school curriculum to meet these needs. Through this collaborative effort, program implementation can be accomplished without overworking the counselor or any individual team member.

To begin the change process, it is important to identify clear, explicit expectations that meet the needs of our schools' most important customers—our students. Once this is accomplished, we can map a step-by-step route toward successful change. The route to change will need the time and efforts of counselors who can apply quality tools and strategies as a vehicle to assist in its development.

Career development, and career education in particular, is not about teaching different things. It is about teaching things differently. A quality career development program should assist all students to make connections among school curriculum, careers they want to pursue, and the real world. All students need quality counseling to see the relevance of what they are learning to the real world they are about to enter. When a quality career development program is implemented in your school, it can be used to create a unified vision and a purpose for the curriculum.

A quality career development program should be an integral part of the educational program offered to all students from kindergarten through 12th grade. Counselors can provide leadership to attack the problem of inadequate career education emphasis. A single counselor in a school can marshal the resources of the educational community to assist in providing a solution to the problem.

We believe, then, that to implement quality career delopment programs we must make time to ensure that they are integrated into the total school program, serve as catalysts for change, and serve as a framework for a unified vision and purpose for school counselors.

A Shift in the Counselor's Role Is Needed

In creating a comprehensive career development program the traditional role of the counselor and counseling needs to expand. The three C's—coordinator, consultant, and counselor—will be retained, but *new* dimensions and *new* emphases of these three familiar roles will emerge:

- Coordinator—of teams to create a vision and implement the program.
- Consultant—on best practices, assessment, and data collection.

- Counselor—to guide the action plan through all stages as well as provide direct services to students.

Coordinator

Counselors must function as lead managers (Glasser, 1990a) in changing the traditional guidance program to create and maintain a quality career development program. They should be guided by W. Edwards Deming's premise: "Managing results can not create quality. Processes must be improved to produce improved outcomes. The system must be managed as a whole—an integrated set of people and processes" (Deming, 1986).

As coordinators of the career development process, counselors will bring together a *team* of internal and external customers and suppliers in a business-education-community partnership that focuses on quality improvement. *The counselor's role as coordinator is a natural one because we are trained as collaborators, communicators, mediators, leaders, and managers.* These are the facilitation skills needed to lead the team in collaborative efforts to implement the quality improvement plan.

Deming states: "Teamwork ensures that team members consider their work to be purposeful: they work more toward collective goals than individual ones and have a stake in the outcome of the solutions" (Deming, 1986).

Facilitating, working, and thinking in teams includes the expectations that the team members:

- articulate a vision,
- establish a clear and unified purpose,
- create a democratic atmosphere,
- provide supportive leadership,
- build an atmosphere of trust,
- provide regular opportunities for interaction,
- respect a diversity of thought and opinions,
- solve problems collaboratively,
- gather and interpret data from all participants and customers,
- give guidance and ensure that improvement efforts are made collectively by team members,
- create community awareness,
- listen to external customers with respect.

- help communicate business and industry needs to schools,
- serve as the bridge among school, parents, and community,
- consider local and global issues, and
- continue to improve all processes at the school.

Consultant

Counselors are in a position to facilitate in the identification of myriad school and community resources. They can gather data from diverse sources and present it to appropriate audiences. Information gathered from colleagues and business partners will assist in planning ways for all school personnel, business and community agencies, and professional organizations to become involved in the career program. The counselor then serves as a consultant in the development of this extensive network of stakeholders who strive to implement quality career development programs.

Counselors can provide expertise on the development of technical aspects of the career development program. Basic information to establish mentorship and job-shadowing experiences, and advisory teams are among tools that counselors use. Using technology and computerized networks is an avenue new to many counselors, but one that can expedite their services to their customers greatly.

Counselor

The counselor should focus on guiding implementation of the action plan for managing the quality change process. The counselor will provide guidance to the team members (students, parents, faculty, and business partners) as they determine their own individual expertise that supports the team effort. The ultimate goal is that the team collectively, as well as each member individually, is a vital part of the plan for the career development program. This counseling role will ensure that the following expectations are achieved:

- Students learn about their own needs and special characteristics as they relate to career planning.
- Teachers, counselors, parents, and administrators continually assess student interests, aptitudes, and abilities to adjust programs to meet student needs.
- Individuals and teams are empowered to refine planning, problem-solving, and decision-making skills.

- Students explore options and resources available to them from the wealth of available career information.
- Students access information and resources on employability skills for current and future job and labor market trends.
- Students develop lifelong, transferable career and living skills.
- Students formulate goals and make personal plans for achieving them.
- Stakeholder networks serve all partners in the process of career development.

Counselors are trained as facilitators in communication, team building, and consulting and are in a perfect position to act as change agents. Efforts to create a quality career program allow counselors to have a common goal with all members of the school community, including businesses involved with the quality movement. The ultimate goal, of course, is to serve the needs of the student.

We Believe Career Development Programs Have Numerous Benefits

A quality career development program not only will benefit the student through life, it also will benefit all those with whom students interact in the community. The following are among the major benefits:

- Students gain confidence about the future as they develop strategies for career planning. They learn to maximize their career options.
- Parents appreciate the opportunity to become involved in the educational process. They often gain useful information for their own future, and inviting them to help plan their children's future gives them the opportunity to get back into the schools.
- Faculty and staff have opportunities for professional and personal growth as they learn and implement quality tools and strategies. The counselor might have skills that the business partner finds useful in his or her work setting.
- Ultimately a quality career development program has a positive impact on the workplace. Pride in work is enhanced, work processes are improved, productivity goes up, and workers experience increased job and life satisfaction.

- Business leaders enjoy having an opportunity to affect curriculum by serving on advisory committees and by hosting educators in their places of work. Such activities provide an opportunity for dialogue and to share how and what students learn in the classroom that can be transferred to the world of work.

WHAT WE DO

Implement a Quality Change Process for Career Development

The professional school counselor is reminded through daily reading and contact with business and the community that students need to be better prepared to become satisfied, productive, and responsible members of society. The questions is, How can quality improvement be implemented in the school counseling program so that students are provided with the skills they need for an important transition into the world of work? Three well-known quality thinkers, W. Edwards Deming, Joseph M. Juran, and Philip Crosby, focus on *process* to find the answer in the May 1992 issue of *Quality Digest* (Brecht, 1992).

The six steps in the Quality Change Model (see Figure 4-1) become the processes and map we need to plan, implement, and monitor the career development program. By following this model, the professional school counselor facilitates necessary change that can result in a comprehensive developmental career program. The program will focus on these expectations—the things we *want*:

- students who are motivated to learn rigorous academic content.
- students who are lifelong learners.
- students who acquire employability skills.
- students who understand how systems work.
- students who can think creatively about their life roles in the society.
- students who work collaboratively and collegially.
- students who understand the importance of continual self-evaluation and improvement of personal goals.
- students who are prepared to meet the challenges of tomorrow's workplace.

- students who become contributing, productive citizens in a local and global economy.

Figure 4-1
The Quality Change Model for Career Development

Planning	1. Identify the Problems and Needs 2. Analyze the Problems and Review Current Processes 3. Generate Potential Solutions
Implementing	4. Develop a New Map to the Problems' Solutions 5. Implement Solutions
Monitoring	6. Evaluate Solutions

Creating a Career Development Program: The Quality Change Model in Action

Practical guidelines for planning, implementing, and monitoring an improved career development program are essential for counselors beginning the journey to action. Each step of the process will now be defined and expanded to illustrate how quality improvement can be achieved in educational settings through collaborative efforts of all partners.

Planning

Step I. Identify the Problems and Needs

Many counseling programs currently omit the career development component. As a result, students are unprepared to pursue well-planned career paths. They lack information for assessing themselves and their experiences, and they lack knowledge and experience in the career decision-making process. A quality career development program will address three critical needs:

- the student's need for more career information,
- the counselor's need for more time to be available for the students, and
- the need for a program that will address the requirements of the changing work force and changing career opportunities.

Students may understand the importance of being prepared for the work force, but most often they report they do not see how what they study in school is relevant to the workplace. In addition, many students graduate from high school without the basic and technical skills required by employers. Improved access to career information, better career planning skills, and understanding how education relates to job skills are all identified as being urgently needed.

In such schools the counselor must identify the current situation and specific problems that exist—in the community, in the businesses, in the schools. To solve specific problems, the following must be identified: the student population, the community partners, and the school resources. Collectively these can assist to determine the most efficient means to continuously improve the career development program to best serve all customers.

Step 2. Analyze the Problems and Review Current Processes

Today most high school counseling programs are structured to provide one-on-one counseling. These one-on-one sessions provide the primary opportunity for students' career education and guidance. In a school day that is crowded with activity and responsibility, it is rare that students receive in-depth career information. Counselors and teachers seldom work together to integrate career information into the school curriculum. The common perception is that there is no time for such collaboration. A more careful look at the current situation may indicate that we must make the time. According to Deming (1992), we make the time by "working smarter, not harder."

Analyze the problem in your school by collecting relevant data. Take note of what is being done—or what is not being done—regarding career preparation, and ask: " Which processes need to be defined and/or created?"

Step 3. Generate Potential Solutions

Counselors must help to build positive working relationships among team members who will seek to provide students with improved career education and guidance services. Teams do not function without effective communication, and counselors must facilitate good communication. We must establish environments of trust so that people feel comfortable sharing ideas and expressing opinions. Counselors use quality tools and strategies such as brainstorming, discussion and focus groups, and surveys.

An effective career development program benefits not only students and the school, but also the community that surrounds the school. Business, community, and school collaborations create win-win situations. Students and schools receive consultation, curriculum, materials, and resources from businesses. The business community can look forward to a better prepared, more qualified work force.

Implementing

Step 4. Develop a New Map to the Problems' Solutions

Counselors will provide leadership in mapping out the route to the problems' solutions. The role as coordinator will be very important in this process. The counselor also can provide leadership in the five tasks of the mapping process. The five tasks to develop the new map are explained below.

First, get the support of the key administrators in the school. Support from the top is essential if we are to achieve the following desired goals:

- Devise a plan for working with school, staff, students, parents, and community members.
- Describe briefly how the team will work together and what the projected outcomes will be.
- Explain the importance of developing a new, integrated program of career development.
- Put the plan in writing. Arrange to meet with key administrators. Show them the written plan, discuss it, and seek their approval and support.

Second, introduce the concept of a comprehensive, integrated career program to faculty and staff. Counselors should facilitate the following:

- Use staff development time for this step.
- Allow time for discussion and make note of those faculty members who show genuine interest in and enthusiasm for the plan.
- Seek out and consider the contributions of each team member.

Third, put together a team of interested people to organize and develop the career program. Consideration should be given to these questions:

- *Why use teams?* Exchange of ideas by team members is enhanced as they generate ideas. Decisions made through involvement of members strengthen commitment.
- *What are the duties of the team?* Through formal research, review of research, and data, team members can identify needs. They collaborate to define change that needs to be made and to agree on objectives based on identified needs. Using the information collected, the team develops a plan of action. Use quality tools such as charting, graphing, and giving priority to work duties to attack problems—attacking problems ensures that both internal and external customer needs will be met.
- *Who makes up the team?* The team should consist of administrators, counselors, faculty from all disciplines, parents, student representatives, and business leaders (human resource professionals make excellent business representatives.)

The career development team members should represent the stakeholders in the career development program as outlined in Figure 4-2. Quality managed businesses have demonstrated that adopting quality concepts and applying teamwork to resolve problems achieves desired outcomes (examples include Xerox, Motorola, Sony). All team members are encouraged, empowered, and committed to improving the career development program by working together cooperatively and collaboratively. Counselors facilitate the team process by implementing the following strategies:

- Helping the team get off to a positive start by engaging the members in some team-building activities.

Figure 4-2
The Counselor and Career Development: Stakeholder Groups

Members	Roles
School Board Members	Provide resources, policy, and support for systemic change.
Superintendent	Demonstrate support for and participates in systemic change. The quality tenet of leadership comes from the top; without it, the job might not get done.
Central Office Personnel	Provide resources and creative means for implementation of career development programs. Provides leadership in writing and infusing career education concepts into existing curriculum. It is critical to have someone from the central office to help with replication of the program throughout the system.
Teachers	Demonstrate commitment to providing quality learning environments and infuses career education concepts into content areas.
Parents	Provide support for the program at home and in the community. Parents are important team members because they can be advocates for career development, especially for their children.
Students	The most important customers of the program. It is absolutely critical to get them on the team to find out what their needs are so that they participate in the learning environment and activities for the purpose of preparing to be lifelong learners and productive citizens.
Business/ Community Leaders	Support educational efforts with a variety of resources that help make learning more relevant for students and enhance instructional efforts of teachers and administrators. They can contribute their understanding of workplace skills and needs.

- Helping team members acquire needed information and assume roles and responsibilities during team meetings with which they feel comfortable—e.g., facilitator, recorder, timekeeper, observer.
- Making sure that team members stay informed. Quality models have taught us that problems will be solved at the root cause if decisions are made based on data. Team members must have the necessary information to make good decisions.

Fourth, plan and organize a staff development program to provide first-hand business and career experiences for faculty and staff. The staff development program must address the following issues:

- For faculty and staff to understand fully the needs of the business community and the skills required for success in business, they need to experience the world of work firsthand.
- Business leaders who participate on the problem-solving team should be asked to help arrange for several days of corporate experiences for educators.
- We have developed the Innovative Corporate Curriculum Experiences for Educators (ICCEE) Program Model (described in Appendix A) to provide a step-by-step overview of a plan to implement an effective corporate experience for educators.
- Experiences such as ICCEE will empower faculty and staff to achieve the problems' solutions.

Finally, organize and implement a communication plan for informing parents and community members about the improved career development program and the impact it will have on students. This plan should use the following strategies:

- Ask the parent representatives on the team to help with this project.
- If there are business representatives on the team with public relations skills, request their assistance.
- Seek help from faculty.
- Tap existing media resources.
- Communicate positive quality program outcomes to the entire community to motivate all stakeholders to continue to improve and exceed their own requirements.

Step 5. Implement Solutions

The counselor's role as program coordinator is to see that all team members focus on the task, keep commitments made to the team, and establish and adhere to realistic time frames. The key to realistic implementation is that the team develops and is responsible for carrying out solutions. The counselor should serve as a facilitator for each stakeholder to be part and parcel of the solution. The counselor should assist in oversight of the general implementation to keep the team on task.

The counselor also should assist the team in revisiting the plan to seek continuous improvement. As all team members bring their individual areas of expertise and support to the table, their collective intelligence and creativity make possible many innovative ways to improve continually. No solution is ever finished. Everyone is responsible for identifying ways to improve the process.

Monitoring

Step 6. Evaluate Solutions

The most important thing to remember about the evaluation phase of the quality change model for career development is this: Quality is always defined by the customer. This chapter began by stating the importance of identifying outcomes that meet the needs of our most important customers—our students. The model that has been presented is a quality approach to achieving those outcomes. It is essential that customers be allowed to tell us if the outcomes are indeed meeting their needs. To that end, this model calls for self-report as the primary means of assessing outcomes. Counselors will need to provide opportunities for students to report, as they are the most important customer. However, it is also important to gather information from all other stakeholders—especially parents, teachers, and members of the business community leaders.

Evaluation is critical. As the team works toward evaluating solutions they have put into practice, each solution should be measured against one or more of the following criteria.

- Curriculum improvement requires consideration of the student's ability to use knowledge in every academic subject. Demonstrating how to use what is learned in lifelike situations is one of the best ways to teach (Dedmond & Duffy, 1989; Glasser, 1990b).

- Teacher alignment with the program can be measured by increasingly infusing career concepts into the curriculum. The teacher also might request more counselor involvement in classroom activities as part of the academic curriculum. Increased requests for additional information about students indicates teachers' emphasis on the importance of the program.
- Parents' understanding can be measured by noting how highly they speak of guidance efforts, the amount of their participation in planned guidance activities for them and their children, and in their facilitation of their own children's process of actively exploring careers.
- Employers seek graduates who are motivated, have a strong work ethic, and demonstrate communication and teamwork skills. Employers who truly seek involvement in the career program provide expertise and counsel to the entire program. They might chair advisory committees, open corporate offices to meetings, lend employees to teach subjects, and demonstrate through the workplace the use of interdisciplinary themes.
- Administrative support is measured and evaluated by a willingness to provide support staff, budget requests, and requirements for competencies for graduation. The administration depends on the counselor's advice for change in school matters and provides support for change.
- Community involvement can be measured by the amount of participation on advisory programs, and in school activities such as career days. Community members' willingness to collaborate, plan, publicize, implement, and support community-based activities is a true evaluation of their interest in and support for the program.

Evaluation should involve collecting qualitative and quantitative data; this information can be used to measure continuous program improvement. Because the quality career development program provides a different way of perceiving and thinking about the education process, it also allows for different ways to measure gains of students who participate in it. Appendix B presents checklists that can be adapted in the evaluation process.

The goal of motivating students to become interested in and enthusiastic about career development might be measured by using individual career portfolios. Through structured use of portfolios the students will learn the techniques of assessing, recognizing, and developing their own abilities, interests, physical attributes, personal and social behaviors, values, and preferences. Relating these to available career opportunities realigns student accountability. Students are then well on the way to becoming self-directed achievers who create their own vision for their future, set priorities and goals, and take responsibility for pursuing them. They become students of quality.

SUMMARY

The career development program that is framed on a quality model will assist counselors in creating needed changes in the school and learning environment. It will create dynamic partnerships among all stakeholders of the school. Students will be the ultimate beneficiaries—satisfied customers—in an environment that attends to their needs as they pursue their careers in tomorrow's world.

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APPENDIX A
The Steps in Planning a Corporate Experience for Educators*

For the past three years we have conducted a successful program called Innovative Corporate Curriculum Experiences for Educators (ICCEE), a summer institute during which educators spend one to two weeks in the business community. Each day of the ICCEE institute is planned to heighten educators' awareness of the labor market, career opportunities, and future business needs. We have found that the development and implementation of this program is an evolving process. Once begun, plans for linking educators with business leaders develop and change according to the interest and support of the business community and the needs of the educators. What follows is a brief overview of the steps we have taken to implement the ICCEE institute. While the steps are listed in order, some will occur simultaneously. Each step should be planned carefully, and there must be ongoing communication between program planners and the business hosts.

STEP 1: IDENTIFY THE TARGET AUDIENCE

The target audience includes educators and others who would benefit from the opportunity to interact with members of the local business community. Members of the career development planning team, teachers, counselors, and administrators in your school would benefit from this professional development experience.

STEP 2: DETERMINE SPECIFIC NEEDS OF THE TARGET AUDIENCE

Ultimately we want students to benefit from the corporate experience for educators program. To ensure that they do, the experience

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*Adapted from Rebecca M. Dedmond, Sydney S. Sherrod, & Sharon L. Bryant. *Innovative Corporate and Curriculum Experiences for Educators: An Implementation Model.*

should be structured so that participating educators gain insight and information that they can use productively in their role in education—classroom, school counseling office, central office, school/community activities.

STEP 3: IDENTIFY BUSINESSES, ACTIVITIES, AND INCENTIVES

Corporate experience planners should consider the types of experiences that would meet the needs of the target audience. Contact businesses with high visibility in the community. Most of these businesses have a "community participation" (or similar title) employee who works with the community. Businesses located near the school, or those with connections to the school (or its staff or students), are good candidates to recommend and help contact businesses to act as hosts. PTAs, Rotary clubs, and similar organizations may provide good connections and even monetary support for the corporate experience for educators. Select a variety of businesses—hospitals, research facilities, computer firms, radio and television stations, newspapers, retail operations, military and other government agencies, banks, museums, entertainment businesses, and hospitality businesses.

Activities popular in the ICCEE institute include speakers, in-depth discussions, dialogue with front-line workers, tours, working at actual workstations, leadership training workshops, working luncheons, and power breakfasts.

The success of the ICCEE institute has been enhanced by incentives. For example, we work with a local university to provide graduate credit for the experience, and educators can receive points toward recertification and certificates to recognize their participation. We have offered small incentive grants to educators who propose exciting activities that apply the ICCEE experience to benefit students.

STEP 4: DEVELOP A FINANCIAL PLAN

Prepare a budget to include sources of funds and expected expenditures. Seek grant funding from foundations that support career development and educational projects. Designate a specific person to receive and disburse monies.

STEP 5: RECRUIT BUSINESS PARTNERS AND PARTICIPANTS

Recruitment of business hosts should begin early. Having a tentative list of business hosts helps in recruiting educators. (They like to know where they will be going.) Also recruit educator participants early. You need to know the number of educator participants and their needs so you can select the appropriate number and types of businesses. Develop announcements to publicize the program, write articles, visit staff meetings to recruit educator participants. Schedule appointments and visit businesses to explain the program and enlist host support. Take information packets that describe the benefits of the program.

STEP 6: SCHEDULE BUSINESSES

Prepare a calendar of days during which the corporate experience will take place. Work with business hosts to schedule the date and time of their participation. The ICCEE schedule calls for educators to visit two businesses on some days and one on other days. Some days educators meet in a central location to hear several presentations from businesses. This is an effective way to involve business partners who have important information to share, but who do not have an adequately equipped facility to host a group.

STEP 7: SCHEDULE EDUCATOR PARTICIPANTS

Provide participants with a written schedule that includes dates, times, places, parking arrangements, costs (lunch, parking, tolls), and directions. Be careful to keep the size of the group within the limits set by the business host.

STEP 8: SCHEDULE GROUP FACILITATORS

To ensure that the corporate experience runs smoothly, arrange for a group facilitator to accompany educators to each session in the corporate experience program. Check with facilitators each day to get a report on the sessions. Have facilitators take pictures, slides, and videos of the corporate experiences.

STEP 9: WRAP UP

Have participants evaluate each session daily; the overall program should be evaluated at the conclusion. Provide educators with a list of names, addresses, and telephone numbers of the business partners so they can stay in contact.

STEP 10: FOLLOW UP

Write thank you letters to business partners. Write articles for local newspapers, newsletters. Prepare a slide presentation or video of the corporate experience. This can be used to promote the career development program and recruit participants for next year's corporate experience.

APPENDIX B
Measuring Progress—Career Development for Schools

Effective career development implementation is based on specified educational services provided by administrators, teachers, counselors, support personnel, parents, and community members. These educational services are linked to consistent delivery of career education/guidance goals at all levels within a school division. The combined involvement and commitment of these key participants results in student skills, knowledge, and attitudes desired for life roles and career competencies.

The following checklist is designed to be used as an informal assessment and evaluation tool to measure progress of programs and activities already in place. It is also a means of articulating goals and objectives for each school district career development implementation plan.

PROGRAM DEVELOPMENT CHECKLIST

—— The Board of Education has a written philosophy that includes reference to a career development program.
—— There is administrative support for the program.
—— The career plan was developed by members of the education staff with support and commitment from the community.
—— Career education goals and objectives have been written in response to student needs.
—— The program plan reflects the best practices now available from career development practitioners at the local, state, and national level.
—— Opportunities for professional growth and competency in career development processes are endorsed, implemented, and evaluated.
—— Evaluation procedures are in place to record the attainment of career education goals and objectives.
—— Program adjustments and activities are made in light of the evaluation data received.

ORGANIZATION AND RESOURCE CHECKLIST

—— The career development program plan has clearly identified leadership.

—— The leader works cooperatively with all staff to provide quality programs and services.

—— The career development planning team meets on a regular basis to recommend and establish new directions for the program.

—— Program roles and responsibilities are defined and documented with school division policy statements.

—— Curriculum supervisors provide time and resources to strengthen the relationship between career development goals and academic content.

—— Staff development for all staff is a priority.

—— The career education program has a visible means of communicating its purpose and activities to staff, students, parents, and community members.

CURRICULUM INFUSION CHECKLIST

—— The infusion process is endorsed and understood by all education personnel and staff.

—— Opportunities to understand and apply the infusion process through staff development and in-service activities are scheduled regularly.

—— Sample career education infusion resources are available for review and use by curriculum planning teams.

—— Opportunities for educators to revise existing curriculum documents to include career education goals and objectives are endorsed and supported with time and financial resources.

—— All career education infusion efforts are complementary to and consistent with school division goals and objectives.

—— Recognition is given to exemplary activities, programs, and staff personnel in the ongoing delivery of career education-infused curricula.

COMMUNITY INVOLVEMENT CHECKLIST

—— There is a Career Education Community Advisory Council in the school or the school division.

—— Information about career development programs and activities is disseminated to the community on a regular basis.

—— Parents are encouraged to become actively involved in the career development programs and activities of their children.

—— Community businesses support the career program in a variety of ways: classroom speakers, field trip sponsors, adopt-a-school programs.

—— Community business representatives and personnel are involved to assist in the writing and revision of curricula that relate to academic content and life and employability skills.

—— Educational institutions within the community—i.e., colleges, vocational/technical schools, universities, and cultural centers play an active role in career education staff development programs and student outcomes.

—— Assessment and evaluation of all community-related programs and activities is conducted and reviewed by appropriate personnel.

5. The Principal-Counselor Relationship in a Quality High School

Deborah E. Cooper and Susan B. Sheffield

INTRODUCTION

To understand the role of the principal and the counselor in this school, one must look at the actual goals of the program. Our mission is to facilitate intensive, experiential learning opportunities and provide academic success for students who are at risk of leaving school or graduating significantly below potential.

Our philosophy is that all students can learn and succeed when provided with a caring, supportive learning environment that meets their needs for belonging and love, power, freedom, and fun. This philosophy drives the entire instructional program. Our curriculum is designed to be relevant and focused on individual student interests and needs.

As you will see, the program goals are very much customer-focused. In total quality organizations, meeting the customer's needs is always the number one consideration. We feel that a large measure of our success is our strong commitment to students and providing a need-fulfilling learning environment. In addition, the structure and strategies of our school are easily adaptable to almost any school setting.

PURPOSE AND RATIONAL OF MURRAY HIGH SCHOOL

The goals of Murray High School are:

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1. To empower students to make choices that directly affect our learning community. This is done by student participation in family groups, community meetings, student committees, mediation, student workshops, PULSAR (Police, Public Educators, Peer Counselors, Utilizing the Leadership of Students at Risk), counseling, and national conferences.
2. To strengthen the family group concept and to facilitate the development of self-esteem in the individual. Students participate in activities such as PULSAR, retreats, family groups, and enrichment days.
3. To integrate career/academic competencies into the school day for *all* students. This is done via the Ready-Set-Go, Executive Internship, and Earn as You Learn programs (see below); Piedmont Virginia Community College; and the Charlottesville-Albemarle Technical Education Center.
4. To develop consensus-building skills. Students and faculty participate in workshops designed to teach and practice systematic decision making.
5. To broaden our involvement in the community. This is done through participation in PULSAR and other projects.
6. To develop and continuously improve interdisciplinary and integrated programs. Scheduling includes team teaching, developing curricula, planning field trips, and teaching mini-courses to accomplish this aim.
7. To use multiple instructional technologies and techniques. Strategies include in-service, mini-courses, and cooperative learning workshops.

To accomplish these goals, it is essential that the counselor's and principal's roles be interchangeable, a view not shared in most school settings. Historically, school administration and school counseling have operated as separate entities and rarely have coordinated efforts to improve student success. The actions of one have tended to contradict and negate the efforts of the other. In many school settings, counselors frequently are asked to assume administrative responsibilities that are in direct conflict with their counseling philosophies. For example, in the typical high school, the school administration develops the master schedule in isolation without input from the school counselors or teachers. This results in the counselor having to spend the beginning of the school year defending a master schedule and its flaws (they all have them) to teachers, parents, and students. We believe that such flaws can be prevented by allowing those closest to the issue to take an active part in the planning process.

Other problems may arise, such as counselors being expected to counsel students regarding academic difficulties without the power to effect change in the academic program. In fact, efforts by counselors to work with teachers often are met with resistance and apathy because teachers perceive counseling as a cushy, paper-pushing occupation. To make matters worse, counselors frequently are inaccessible to students. A student in need of counseling is faced with policies and regulations that may present insurmountable barriers. For those students who do succeed in communicating a need to see their counselor, scheduling an appointment becomes an additional obstacle. Counselors frequently are discouraged by the administration from seeing students during class periods since academics are perceived to be more important then counseling. Unfortunately, the students who are most in need of time with their counselor are often the same ones who may be experiencing academic difficulties.

Our team approach has allowed us to increase the efficacy of the school counselor's role to serve the needs of our customers—the students—better. Increasing the counselor's efficacy requires the willingness to look critically at many practices educators have long deemed "the way it is done."

As we developed the educational program of Murray High School, there were no "givens"; everything was negotiable and open to change. The staff was hired under the premise that they could create the learning environment of their dreams. The only given was that "All students can learn and succeed when provided with a caring, supportive learning environment that meets their needs and interests."

We recognize that time must be the variable if learning is to be the constant. From day one the staff was empowered. Over the years, we have continued to monitor and adjust the original program; but empowerment of all participants remains the same. Theories, philosophy, and research from William Glasser's control theory (1986), W. Edwards Deming's total quality management (1986), and Ted Sizer's coalition of essential schools (1986) were used to help lay the foundation for a radically different approach to the high school experience.

As a result of this planning and research effort, the role of the school counselor was designed to facilitate the following concepts:

- the school as a community;
- supportive relationships in the community (police officers, community agency personnel, and business mentors);
- education and consulting in the community. The counselor is empowered by a collegial principal to facilitate a counseling program that is an integral part of instruction rather than an occasional pull-out consultation.

Program Components

Collaborative Management

Fundamentally designing or changing a school cannot occur without the involvement of those who can make it happen: the counselor and teachers. Therefore, it only makes sense that those who are affected by decisions should be a part of the decision-making process. A collaborative approach doesn't just happen. This approach takes staff development, teamwork, and commitment. For a group to operate effectively, it must trust and respect the needs of all members.

The counselor-principal relationship is critical to this type of management. Relationships don't just happen either. We had to learn to trust and respect each other in our separate roles before we were able to create our interdependent relationship. For example, either the principal or the counselor may conduct staff meetings. Teachers bring issues to either of them, depending on the nature of the concern. Staff meetings operate on a consensus and cooperative learning model that discourages voting and allows members to rotate roles (process observer, facilitator, recorder, and task master). The ability to reach consensus takes work and practice. Our counselor prepares and facilitates a yearly workshop with the staff to practice and perfect this skill (see Appendix A). This yearly process (during preservice in August) also serves to orient new staff members to the Murray way of doing business.

Day-to-day operations require total cooperation and the ability to interchange roles to meet the needs of our students and staff more effectively. Our roles are really counselor/principal and principal/counselor. For example, John and his mother have a rocky relationship. They have been working with the principal for a number of years and prefer to maintain the relationship. Therefore, when a crisis in this family occurs, the counselor slips into the administrative role allowing the principal to "counsel" this family.

This interchangeability is facilitated by the fact that we operate our school with Glasser's control theory as our guiding philosophy (1986). Control theory places the responsibility for change directly with the student. Therefore, our dealings with students do not conflict with our need to establish trust. Teamwork between the counselor and principal helps us to meet the needs of students better by allowing us to establish relationships with those students with whom we are most effective (see Appendix B).

An important component of an effective school is that all members of the learning community are teachers. The principal-counselor relationship allows us to work together to improve instruction and to provide support in the classroom. Both the counselor and the principal need to be involved in the central mission of the school, which is to provide instruction. In fact, often the most effective place for the counselor to get his or her work done with students is in the classroom setting. It is the principal's job to facilitate opportunities for the counselor to be actively involved in the instruction process. This involvement can be accomplished in a number of ways: the counselor may team teach a career education course with the business teacher, or the counselor may work with teachers in his or her field of specialty (in our case social studies) team teaching specific units. The counselor also may facilitate class meetings for teachers. The counselor may teach mediation skills to students, staff, and families. The flip side of the coin is that the counselor sometimes needs to be willing to pick up slack to allow the principal to have opportunities to interact with students in the instructional setting.

The visibility of the counselor and the principal in the classroom helps teachers more readily accept suggestions and assistance from them. They witness that we, too, are teachers and that our number one priority is the classroom. Sometimes, if a teacher is having instructional problems, the principal's help may be perceived as threatening due to the fact that the principal makes hiring and firing decisions. But when the counselor is also actively involved in instruction, teachers often seem more willing to accept help and suggestions from the counselor. The counselor is not a threat since he or she does not sign the teacher's evaluation form. Our ultimate goal is to provide support to teachers through modeling, intervention, and encouragement.

At Murray, the principal and counselor cofacilitate the crisis action team. Their roles adjust to meet the needs of students and staff during a particular crisis. For example, should the principal not be able to direct the crisis plan, the counselor is ready to assume that responsibility.

Often the most neglected persons in the school community are parents. We recognize that we cannot meet the needs of our students effectively without also providing counseling and support for their families. Both the principal and the counselor are available to parents to discuss issues with their children and to help them develop additional methods for dealing with issues that face the family in the '90s. We provide families with mediation training, control theory workshops, and a family advisory council to allow them an opportunity for communicating their educational and emotional needs as they face the sometimes overwhelming job of parenting adolescents.

Instructional Program

Glasser's control theory (1986) is the foundation on which Murray High School operates. Control theory states that all behavior is created by an individual in pursuit of one's basic need for love, power, freedom, fun, and survival. Humans always have a choice about what behavior to employ, and positive behavior can never be coerced. From this philosophical base, we are able to make decisions that can be put into operation in a noncoercive atmosphere. Our instructional program is developed from this vantage point.

Students are scheduled in classes using a variation of the Copernican plan. This trimester plan allows students and teachers to focus on two classes at a time rather than the traditional six per day. Students take two (2½-hour) classes for 12 weeks to earn two credits. The trimester cycle allows students to earn six credits per year. These large blocks of instructional time allow teachers the flexibility to be creative and use experiential instruction, team teaching, interdisciplinary units, and cooperative learning strategies effectively. Teachers also deal with fewer students on a daily basis and for longer periods of time, which allows them to know their students and their learning needs better. This format facilitates the mastery learning concept and our belief that if learning is to be the constant, then time must be the variable.

The classes and the master schedule are designed with input from the entire staff. Following the State of Virginia's *Standards of Learning* (outcomes of instruction), classes are developed to be taught during this 12-week scheme. Through individual conferences with students, the counselor determines subject needs for the next year. Numerous meetings are held between the counselor and the principal to process information from the students and teachers to determine the design for the next year's master schedule.

To complement our instructional program further, a comprehensive career education component was incorporated to help students set goals and to make informed decisions regarding their future plans. All students graduating from Murray High School are required to successfully complete the career component. It includes a class, called Ready-Set-Go, which is taken during the second year of high school. This class incorporates language arts and business (autobiography and job-shadowing experience), and a class taken during the senior year, Executive Internship, which is team taught by the school counselor and the business teacher in a seminar-field experience format. Students spend three weeks focusing on self-evaluation, job/career exploration and selection, resumes, letters, and interviewing. After successful completion of the seminar, students spend nine weeks interning in the field of their choice. During the field experience, both professionals work closely with the employers to monitor and adjust the students' learning experience. Each week an on-site consultation occurs among the employer, the student, and the school professional. Students are expected to follow a normal business schedule four days a week and attend school one day a week for a debriefing seminar, workshops, and peer support group.

In addition, the Earn as You Learn course is offered to students as an elective. Students may earn credit for after-school jobs, but the course requires students to maintain satisfactory work performance and attend a series of seminars after the normal school day. Such an approach allows the counselor flexibility in designing educational plans for students who may have extenuating circumstances. For example, students who are older than the others or are teen mothers may need to complete their education in less time. Earn as You Learn allows them to concentrate on core courses during the school day and complete their electives outside of the school day.

School as Community

Glasser (1990) says that all human beings have a basic psychological need for belonging. Many high school students are alienated from school and see no reason to be there, so they behave in inappropriate ways. To address inappropriate attention-seeking behavior, and to demonstrate that students have to be responsible for their behavior, a key strategy of ours is to use "time out" to place the responsibility where it belongs—with the student (see Appendix C).

Schools can provide students with the sense of community that small-town America once provided and help meet this need for belonging. To achieve a sense of community, we needed a forum other than the academic classroom. Our twin concepts of community meetings and family groups serve to accommodate this need.

A family group consists of a small group of students, a teacher, and community mentors. Students are placed randomly in family groups where they remain for their entire high school years. Teachers serve as student advocates, academic advisors, and support group facilitators. Family group allows a forum for developmental counseling in the classroom setting. While family group is a time to take care of school "housekeeping" needs, its focus is on peer support and problem solving. Family group days (enrichment and PULSAR days) allow the opportunity for positive interactions and social growth. The counselor facilitates and coordinates many of the family group activities, and the counselor and the principal work very closely with the family group teachers.

Using the family group as its vehicle, the PULSAR project was implemented in the fall of 1991. This project is facilitated by the counselor and was adapted from a program that originated in Staunton, Virginia. It is designed to develop a support network in the community for students and to provide a forum for students to learn and practice positive citizenship skills. The program explores and develops leadership style, team building, trust development, and mediation skills. The school counselor and principal jointly plan a three-day/one-night retreat for the staff/community support team (including police officers and community agency representatives) prior to the opening of school. Activities are designed to develop a sense of trust and team building; teach the consensus model; practice mediation skills; and plan a retreat for our student body.

One of the goals of the student retreat is the design and implementation of a community service project. One day each month is set aside for family groups to facilitate their project in the community. Again, the principal and the counselor work together to provide transportation, coordinate logistics, and encourage self-motivation of students and staff so that this project will be successful and meaningful to the students and to the community.

Community meetings (also known as town meetings) provide an opportunity for the whole school to interact and problem solve. Problems identified in community meetings and solutions are discussed in family groups. Our students are taught to use the same consensus-building model used by the staff to problem solve in faculty meetings. The family group and community meetings are effective strategies for nurturing student ownership and pride in their school.

Program Evaluation

Murray High School is still a relatively new program. The 1992–93 school year was our fifth year of operation. We are proud of our accomplishments in this short period of time; however, we do not want to give the misconception that this type of radical school reform is easy or is necessarily supported by all members of the community. The political groups that believe decisions need to be controlled by the central office still remain. This same group finds it even more difficult to accept the idea that empowerment of these "bad," "at-risk" kids is appropriate. Therefore, program evaluation has been critical, and an ongoing sharing of results process is necessary. The school provides an annual report to the school board and our Board of Supervisors. During our first year of operation, the superintendent hired an outside consultant to complete a two-year evaluation of the program (1989). The evaluator prepared a qualitative report that included interviews with teachers, students, parents, and other educators in the system. To our surprise, our biggest critics were many of our colleagues. However, the evaluator determined that the program was working and made several recommendations for program improvement. The executive summary stated: "In the future, it should be recommended that faculty members outside this school be encouraged to observe this learning model as an effective tool in working with 'at-risk' students" (Harrison, 1989). In our third year of operation, the University of Virginia psychology department conducted a research study and found that "Murray High School is meeting its stated objectives as an alternative educational setting" (Murray High School…, 1992).

These early evaluations were based on interviews and other qualitative data and our school board wished to see more quantitative measures. Our fourth-year report to the board focused on quantitative and qualitative data. For the 1990–91 school year, attendance for entering students increased by 62% over their attendance at their previous school. Probably our most impressive data comes from continuous follow up of the Murray High School graduates. We conducted telephone interviews and as of March 1992, 35% of all graduates were currently employed full time, 22% were currently enrolled in full-time education programs, 27% were working *and* enrolled in education courses, 5% were enlisted in the armed forces, 3% were full-time parents, 5% were unknown, and 3% were unemployed. If the true measure of an educational program is whether graduates become productive citizens, then our program is truly a success.

Perhaps our most significant accomplishments are those that cannot be quantified: students take pride in their community, their school, and, most important, themselves; parents who have previously been critical of the school system become our advocates. Likewise, one of the most difficult internal accomplishments to measure is the impact of the collaborative relationship between the school counselor and principal.

Central to the success of this program is the realization that taking a little extra time up front saves a lot of time later and produces better results. It is not enough to do things right. Time spent in true collaboration also ensures doing right things (what our student/customers need and want). The time it takes for the principal and counselor to collaborate and refine their teamwork approach is minimal in comparison to our reduction in stress and, most important, the benefit to our students—our customers.

Glasser (1990) says that the three most important concepts of his "Quality School" model are: (1) eliminate coercion, (2) students learn to self-evaluate their work for quality, and (3) the principal and staff practice lead (not boss) management. At Murray High School, students learn what quality is in the context of a noncoercive environment that challenges and nurtures. This is the Murray way of doing right things right.

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APPENDIX A
Faculty Retreat Agenda

ACTIVITY TITLE: CONFLICT RESOLUTION MODEL

Goals for the Activity

The learner will:

- Be able to define consensus and understand guidelines for consensus decision making.
- Improve communication skills.
- Expand a group.
- Develop group roles.
- Experience frustration and personal conflict.
- Become aware of how group conflict evolves as a natural part of group consensus.

Materials

Easels and markers for all groups

Procedures

1. Facilitator presents consensus information with handout for group discussion.
2. Directions for practice activity to take place individually, small group and large group.
3. Participants complete activity.
4. Entire group debriefs.

APPENDIX B
Reality Therapy*

PHILOSOPHICAL OVERVIEW

1. A person is basically good. No one sets out to be bad.
2. All behavior is purposeful. This means that each person is doing the best he or she can to meet *his or her needs at the time.*
3. A person can learn a better way to meet his or her needs.
4. A person needs to be able to make choices even in a setting that limits freedom, such as school.
5. A person will not change if there is no reward—no payoff, no significance, no purpose.
6. By changing behavior, we will change thinking and attitudes.
7. An environment that reinforces positive behavior facilitates change more than one that focuses on negative behavior.

THINGS TO THINK ABOUT

- How do I model these things to my children? To my students?
- Do I have a philosophy about human behavior?
- How can I use this to evaluate what I am doing with my children/students?
- Am I teaching alternative behaviors or am I commanding them and expecting changes to happen just because I said so?
- What specific things do I want for my children/students?
- What are logical consequences for the behaviors exhibited?
- Do I recognize that behavior is directly linked to the needs of that person?
- Do I understand the necessity of involvement with the person—that is, do I see the value of a good rapport, an ongoing working relationship, etc.?

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*From Glasser, W. (1965). *Reality therapy.* New York: Harper & Row.

APPENDIX C
Let's Walk the Talk!!*

Everything you wanted to know about intervening but were too busy to ask!!

1. What are you doing? What are you supposed to be doing?
2. What are the rules? If you have a specific concern with that particular rule, see me after class and we'll discuss it.
3. What is my job? (to teach) What is your job? (to learn) Can I do my job when you choose to ____________?
4. I am glad that you chose to be back in class. Is there anything I can do at this point to help you with your plan?
5. I am glad to see you.
6. I want you in my classroom, but I do not want your behavior to continue. What are you going to do about it? What choices do you have?
7. What are you willing to do? Let me know when you are ready.
8. Can you do this on your own, or do you need a written contract?
9. What were the consequences of your behavior? Is this what you want?
10. Is what you are doing helping you?
11. Who is in control of your behavior?
12. I am glad to see that you taking your plan seriously.
13. I am not comfortable with what you are saying. I do not think you are ready to make a plan/come back to class...etc. Meet with me when you are ready. Leave me a note in my mailbox.
14. Do you plan to continue to break the rules? What are you going to do instead?
15. SPEND TIME WITH YOUR STUDENTS ON THINGS OTHER THAN CLASS ASSIGNMENTS! TALK "TRASH," ASK THEM WHAT THEY LIKE TO DO, WHAT IS IMPORTANT TO THEM...ETC. DO IT DAILY!

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*Glasser's method for handling discipline problems involves problem solving with a student in a "time out" area away from the classroom. This script is to be used by a teacher after the student has "cooled off" in the time-out area.

PART FOUR—WHAT WE DO

What are the measurable outputs of our work processes? That is, what can students do as a result of contact with school professionals?

Are our outputs the result of planned efforts and a program with goals, objectives (with criteria for evaluation), and feedback on key work processes?

Do we gather and analyze program evaluation data as well as ongoing assessment data on program services?

Do our professional roles match what we are asked to do (our functions)?

Do our professional skills match our roles and functions?

Are our satisfied customers advocates for school counseling programs?

The end result of the EQUIP Model approach is a planned program that is delivered to students and the school's customers. Outputs of school professionals are quantitative and qualitative. Quantitative measures are very useful for measuring and charting progress—Are we doing right things "right"? Qualitative measures are also important since customer satisfaction surveys, for example, tell school professionals if they are indeed doing the "right things" that their customers require (see Introduction). No matter what we do or how well we do it, if our customers do not value what we do, we are not doing the "right thing."

In this section, practical ideas to incorporate into a comprehensive, developmental school counseling program are shared. This section is much like a menu. Not all ideas will appeal to everyone or apply to every situation. However, all ideas have been implemented successfully in public schools, and contain evaluation measures as well as strategies for working directly with students, and all the other customers of professional school counselors. The final chapter links customer satisfaction and advocacy, both for and by school counselors.

6. A Practical Group Counseling Model

Dorothy J. Scrivner Blum

GROUP COUNSELING AND TOTAL QUALITY MANAGEMENT

When describing his quality school model, Glasser (1990) defines basic psychological needs of each individual as belonging, competence/power, freedom/choice, and fun. He states further that the major problem in schools today—especially secondary schools—is that students are not doing quality work. Students (and all human beings) choose to behave in ways designed to meet their basic needs. Students—the primary customers of educators—are not *choosing* to do quality work in America's public schools. Schools are not meeting needs of their primary cutomers—the students.

Deming's solution (1986) for meeting customer's needs is to improve work processes. The only way to do this is to unleash the creativity inside each worker so that quality can be built into each step of the work process. It is no different with teachers and students in the learning process. The key to understanding total quality management (TQM) is to realize that its philosophical base is the power of each individual to chose how he or she behaves and the pride each individual receives when doing quality work. Once an organization has the commitment of its employees (or in education, the commitment of its teachers and staff) it can begin to improve all of its work processes to benefit the customer/student.

Group counseling starts with a customer focus. As part of a developmental school counseling program, it provides a place in schools for students to truly belong, to demonstrate their competence, to explore their freedom and their choices, and to have fun. Facilitating groups enables school counselors to provide quality counseling and enables students to examine and change their behavior within the limited time that school counselors have with students.

Group counseling means different things to different people. Ultimately, it provides an opportunity in schools for students to (1) talk about their concerns or problems, (2) express personal feelings in a small group with other students who can be trusted, and (3) understand how they are seen by other students and by an adult (Blum, 1990).

Gerald Corey (1985) designates counseling groups as especially appropriate for adolescents because these groups give them a place to express conflicting feelings, explore self-doubts, and realize that other students also have these concerns. A counseling group allows adolescents to examine their values and modify those that need to be changed. In a group setting, adolescents can learn to communicate with their peers, benefit from the leaders' modeling, and safely experiment with new behaviors, as well as test the consequences of these behaviors. Another unique value of group counseling for adolescents is that group members can facilitate others' personal growth. Group participants can express their concerns and be heard, and help each other grow toward self-understanding and self-acceptance.

In group counseling, members examine choices they make and learn the extent to which their choices (1) meet their personal needs, (2) help or impede others from meeting their needs, and (3) are apt to bring about the desired results or consequences. Usually these choices revolve around relationships with others.

You should be aware that although examples used in this chapter are from a secondary school perspective, the basic model itself, and the ideas and concepts provided, are easily adaptable to any school setting.

Planning and Preparing for a Counseling Group

The success of a counseling group is largely the result of careful planning and preparation before the group's first meeting. Written plans should address the purpose, group goals, definition of the group, procedures to be used in the sessions, and evaluation of the group. Plans should include answers to the following questions:

- What is the purpose of the group?
  How does this group fulfill a need in the school and a need for the students?
- What are the goals for this group?
  How can the goals for the group help individual members improve?
  Are the goals for the group realistic?
  Can the members measure their improvement as they complete steps toward achieving their goals?
- How is the group defined?
  How many members will there be?
  What is the duration of the group?
  How often will the group meet?
  Where will the group meet?
- What procedures will be used in the group sessions?
  How will these procedures achieve the goals for the group?
- Is the evaluation of the group practical?
  Will the evaluation instrument measure the members' perceptions of their achievement of their individual goals and the procedures used in the group?

Group goals are different from individual goals. Group leaders set the group goals that address the purpose of the group. For instance, goals for a personal growth group may be that members will:

- Discuss issues that are meaningful and may present problems.
- Take personal responsibility for individual problems.
- Plan and take action for changing behavior to alleviate individual problems without causing a problem for someone else.

Other group goals may be that members will:

- Identify some positive area of growth or change that they desire to work toward.
- Take personal responsibility to work toward growth in the identified area.
- Plan and take action to show growth or change in this area without requesting something from or relying on others.

Individual group members select their own individual goals. Some examples are:

- Not fight with my parents about my homework.
- Get my homework in on time.
- Stop giving excuses for things that are my responsibility.

Other examples are more specific:

- Learn to speak Spanish.
- Register for Spanish next semester.
- Complete Spanish lessons daily and practice speaking Spanish without any excuses.

Counselors will find it helpful to compile resource files for different groups. These files include plans for groups led previously or examples presented at conferences or described in professional journals or books. Each time counselors lead these particular groups, material and ideas can be added to the files to improve the plans. Consequently, counselors have compilations of group plans ready for implementation, and can continually improve their facilitation of groups. Maintaining these files enables counselors to devote more time and energy to interventions and the group process, and less time to plan or prepare for groups. A list of groups organized by difficulty is provided in Appendix A.

GETTING STARTED: INITIAL BARRIERS

Counselors who have limited their professional experience to working with individuals may be reluctant to lead groups. However, group counseling is a much more efficient and effective use of time and skills than individual counseling. Students' time is valuable and limited; therefore, to meet student/customer needs, counselors are obligated to use counseling time judiciously and efficiently. Counselors also must face the reality that students sometimes will examine and change their behavior more readily when they are challenged to do so by peers in a group, than when advised to do so by a counselor in one-to-one counseling.

In light of Glasser's statement that humans are intrinsically motivated (Glasser, 1984), the implication for counselors is to give up their roles as authorities, advisors, and problem solvers to one student at a time, and, instead, be the professionals who encourage, motivate, teach skills, intervene effectively, and trust group members to help each other. Good counselors, like good parents, trust young people enough to let go when it is safe and helpful.

If given the opportunity to practice listening, showing empathy, making decisions, solving problems, being aware of self, and taking responsibility, students can use these skills throughout their lives and become independent problem solvers. By providing training and practice, school counselors empower young people to solve their own problems, to act responsibly, and to examine and accept logical consequences. Professionals should not encourage students to depend on others to "get them out of tough situations." Instead, counselors can truly empower young people to be responsible by teaching them how to resolve tough situations themselves, and by helping them examine alternatives and possible consequences of their actions. Continual improvement results when an individual learns from mistakes, rather than being protected from the consequences of those mistakes. Appendixes B and C address stages of group process and development tasks for leaders and show a sample of a group leadership plan.

OVERCOMING BARRIERS TO SUCCESS

Scheduling the Group: Recognizing Students' Academic Needs and Teachers' Needs

Students are in school to learn academic content, thinking, and interactive skills. Counseling is a part of the total school program because it can help students succeed in school. Therefore, counseling groups should help students improve academically or behaviorally or both.

Teachers are also customers of school counselors. They are justifiably concerned about the large amount of information students must learn in a short period of time. They are under pressure to help students improve their performance on standardized tests, raise their grades, be accepted at colleges and universities, acquire satisfactory employment, and perform competently in a future occupation. Teachers cannot teach students who are not in class, regardless of how worthy or legitimate the students' absence may be. To meet their teacher/customer needs, counselors must schedule group meetings at the least disruptive time. Group sessions may have to be held during an elective, during a break, during an activity period, perhaps during lunch period, or before or after school. In every instance, creativity on the part of counselors is required because there are absolutely no easy answers.

Teachers become aware of the value of group counseling and, consequently, are more willing to excuse students from classes to participate in groups, when counselors:

- contact teachers of potential members before meeting with the group.
- ask for the teachers' suggestions, recommendations, and cooperation.
- give teachers copies of the group schedule.
- give teachers a list of the goals to be achieved in the group.

This information does not infringe on the confidentiality of the group, but it does help dispel the "mystery" of what goes on in group counseling. Appendix E provides a sample explanatory memo to teachers. Furthermore, teachers appreciate immediate notification when students are absent from group sessions. Although it is an additional coordination and paperwork chore for counselors, giving hall passes and following up on students who are absent are teachers' responsibilities, and these responsibilities should not be neglected by counselors.

Administrative support for group counseling is essential for group programs to survive. Communicating the goals and procedures for all groups to the principal and school counseling director prior to meeting with groups helps administrators recognize how group counseling supports the school's mission, goals, and priorities. Well-informed administrators can explain to teachers and parents how involvement in group counseling helps students learn and achieve.

Communication with parents prior to beginning groups helps alleviate their anxieties. Written notification of the goals of the group and the procedures to be used in the group, and invitations for parents to call about any questions they have, can dispel concerns about students possibly discussing family problems in the groups. Appendix D provides a sample letter to parents.

Especially difficult are groups for academically unsuccessful students, although experienced group leaders can win administrator and teacher support for such groups. New group leaders should not attempt to lead such a group unless than can colead with experienced leaders. When counselors meet with students assigned to in-school suspension—and help these students communicate effectively, control their anger, and become intrinsically motivated to complete course assignments—administrators and teachers can readily acknowledge group counseling as an essential program to meet school objectives.

Other components, however, also must be in place for such groups to succeed. First, positive peer role models are important for successful groups, and such role models may not be in the "suspension room." Therefore, positive growth groups or seminars must already be a part of the group program for all students to view group counseling as a normal and effective way for students (not just those in trouble) to set goals and achieve them.

Screening Potential Members

School counselors often know students and their concerns, and the counselors can visualize how students will interact to help each other. When counselors know the students well, the screening interview can be short.

Participants in group counseling feel more at ease and look forward to the group experience when leaders prepare them for the first session by doing the following:

- informing potential members of the goals or purpose of the group,
- asking if there is anyone with whom they do *not* want to be in a group, and
- preparing members for the first session by giving them the group rules and helping them verbalize their individual goals (Blum, 1990).

One reason for the screening interview is to avoid the "neighborhood effect" in groups. Students who are next-door neighbors, siblings, or in special relationships (such as dating couples) should not be in the same group. When two members have a special relationship, they already have shared particular experiences and confidences, thereby decreasing the confidence other members can have in the entire group.

Success of group counseling often depends on having at least one role model as a group member. Role models are members who, with effort, have achieved the goals of the group to some extent. They must be students who are respected by other members of the group and students with whom the members can identify. In a group to improve study skills, for example, a group counseling role model may not possess excellent grades or study skills, but will be trying to improve. A role model may have had a group experience already before being a group role model. With prior group experience, a member can relate what he or she learned from the previous group, and the things that really helped him or her to achieve the group or individual goals. Role models also learn from other members of the group and from the new group experience.

Publicizing Groups and Determining Who Will Benefit

A flier that includes a brief description of group counseling and the various groups offered each semester is a good way to publicize the group program (Blum, 1990). This list of groups can be published in daily bulletins, student newspapers, and parent-teacher newsletters. It can be posted in the hallways, on bulletin boards, on the doors of the counseling offices, or publicized in other school media. Counselors or students can talk about these groups in classrooms or over the public address system.

Participants should volunteer for group counseling, but when counselors believe a group would be appropriate for a particular student, they may suggest to the student that he or she may gain particular skills by being a member of a particular group.

Group leaders must have the freedom and take the responsibility to determine who the members of each group will be. Administrators, teachers, parents, other counselors, and students may refer students for the group, but leaders of groups must maintain the right to make the final decision as to which students to include. Yalom (1985) states that the leaders' expertise in the selection and preparation of members greatly influences the success of groups.

Setting Ground Rules

Group leaders are responsible for setting the ground rules. These may include student-initiated requests and the following:

- Attend every session and be punctual.
- Be totally honest.
- Share responsibility for the group's progress.
- Respect other members and the right of each person to be heard and also to pass.
- Keep in confidence what other members say in the group.

Ensuring Confidentiality

During the screening interviews, counselors should indicate clearly the expectation that members will respect each other enough to value, and keep in confidence, what other members say in the group. Group counseling involves trust and risk, but trust can only happen when confidences are respected. There should be consensus among the group members at the beginning of the first session that they will not repeat or refer to anything said in the group. Furthermore, when sensitive situations are revealed during group sessions, counselors should remind all participants that a member has demonstrated trust in them, and they can prove worthy of that trust only by regarding the statements as confidential.

If a member reveals confidential information outside the group and other members learn of this, it is best to handle it as group business. Group members can learn to express their disappointment, embarrassment, and consequent loss of trust within the group. The offending member also learns the consequences of such behavior and usually vows never to make such a mistake again. It is the group members who decide whether the offending member should continue in the group. This empowers members to handle their own problems, with appropriate guidance, rather than expect an authority figure to take care of the situation and punish the offender.

IMPLEMENTING KEY ELEMENTS FOR SUCCESS

Coleadership of groups can help ensure that the many needs of individuals are met. Counselors may want to colead with other counselors, social workers, psychologists, administrators, teachers, or agency professionals. Group leaders are advised to use caution when selecting coleaders. It is essential that both coleaders share a similar philosophy and theory of counseling. They must agree about how students learn and how they change and how important the goals are. They also must agree about the amount of structure that is necessary for group sessions. When students observe coleaders cooperating and resolving differences, they learn how to work out differences with others; when coleaders differ about important issues, the result may be frustration, and the group may be unable to progress beyond the security or acceptance stages of group process.

Group leaders should know about the *stages of group process*. Corey and Corey (1988), Trotzer (1989), and Yalom (1985) provide a good review. Group leaders also can update their group skills by participating in counseling groups for adults, taking courses in group counseling, or attending professional group leadership conferences.

Following the guidelines listed previously in this chapter will help ensure the success of a group during the security (first) stage. Counselors who are familiar with group process know that during the acceptance stage of the group, members may complain about the structure (or lack of it), leadership, membership, time, place, or any other factors. Experienced group leaders recognize that during this stage, the members frequently test leaders and other members to see how they will react to this criticism (Trotzer, 1989). This is a good opportunity for group facilitators to use counseling techniques such as reflection, clarification, and summarization to help members express their personal feelings about such inconveniences, and to recognize that their anxieties or reluctance may not be shared by all members. With counseling skill, the members gain enough trust of each other to take appropriate risks and to progress into the responsibility and working stages. During these stages, members become more responsible and accountable for their own decisions and actions, and ready to risk personal change.

KNOWING WHEN AND HOW TO INTERVENE

Leaders build a group culture in the security and acceptance stages of group process by creating and maintaining the group, specifying the group rules or norms, and modeling the interventions that result in the growth of individual members (Trotzer, 1989). Above all, the group must have a culture of concern, acceptance, genuineness, and empathy before confrontation in the responsibility or working stage can be effective.

Group facilitators must know when and how to intervene to help members grow in responsibility. These are the most difficult skills for group leaders to acquire because they are learned through observation and experience. Beginning group leaders can observe these skills and begin applying them when working with experienced coleaders, or by inviting supervisors or other group counseling experts to observe a group session or a video- or audiotape of the group. These skills can be developed further when counselors ask for feedback from coleaders, supervisors, or other group-counseling experts. Dyer and Vriend (1975) advise that intervention is necessary when a member:

1. speaks for everyone in the group;
2. speaks for another person within the group;
3. focuses on persons, conditions, or events outside the group;
4. seeks the approval of the counselor or a group member before or after speaking;
5. says, "I don't want to hurt ____'s feelings, so I won't say it";
6. suggests that his or her problems are due to someone else;
7. suggests that "I've always been that way";
8. suggests, "I'll wait. . . and it will change";
9. bores the group by rambling; or
10. demonstrates discrepant behavior by describing his or her behavior very differently from the behavior that is observed in the group.

Confrontation by the leader involves observation of behavior and an invitation or challenge to examine and control or modify negative or disruptive behavior. When group members disrupt or impede the progress of a group, confrontation is necessary. The member who displays inappropriate behavior may be unaware of the effects of his or her behavior, and is also sometimes unable or unwilling to change.

The leaders should confront immediately any inconsiderate behavior occurring in the group. Such behavior as fighting, hurting others physically or emotionally, joking or clowning at inappropriate times, or other acting-out behavior may indicate that a member is not ready for group counseling and needs to become aware of how his or her behavior infringes on the rights of others in the group.

If the member who is acting out is not willing to examine his or her own behavior, or not ready to change, the leader must meet with the member individually to suggest that he or she is not ready for group counseling. The leader may have to insist that the member leave the group so that other members can benefit from the group process.

Self-defeating or group-defeating behaviors also must be confronted. Behaviors such as talking about irrelevant topics, scapegoating, giving double messages, demonstrating incongruencies between words and acts, and engaging in other defeating actions are unacceptable. Such behavior suggests that the person needs to look at his or her behavior, and become aware of how such behavior is self-defeating or impeding the group process.

The leader models confrontation skills by noticing and describing behavior, stating his or her own reactions to the behavior, asking for members' reactions to the behavior, and then specifying how the behavior can be changed so it is not disruptive. This modeling enables those being confronted to see more clearly what they are doing, what the consequences are, and how they can assume responsibility for changing. This sort of confrontation also enables members to become more aware of their behavior outside the group as well as during group sessions, to be more sensitive to how their behavior affects others, and consequently to become better able to lead more effective lives.

Tamminen and Smaby (1979) developed a scale to demonstrate appropriate confronting skills; a modification of this scale is included as Appendix F. The most advanced level of confrontation challenges the member to accept appropriate responsibility for the problem and for making changes. This level identifies the observed behavior pattern and the consequences of continuing it, responds to the member's avoidance, and recognizes his or her feelings. The confronter invites the member to own the problem and to do something about it. Finally, the confronter makes a commitment to help.

Failure of a leader to confront when confrontation is needed permits the continuation of self-defeating or unhelpful behavior, and inadvertently implies approval of such behavior. Furthermore, if the leader does not confront when necessary, members will not learn how to confront each other appropriately, and the group will never move to the working stage, the stage when members help each other by identifying actions or behaviors that are self-defeating, and then show each other how to recognize and change those behaviors.

Positive confrontation is a high-level counseling skill applied during the responsibility and working stages of the group. The success of intervention, and particularly confrontation, depends on the empathetic culture of the group and the leader's competence and application of previously identified counseling skills during the security and acceptance stages of the group process. If the leader understands when and how to confront caringly and appropriately, and teach and model these behaviors, group members learn to confront appropriately in the group and in other areas of their lives. Effective confrontation usually results in increased mutual respect and understanding and real growth in relationships.

KNOWING WHEN AND HOW TO CLOSE THE GROUP

Sometimes members will stop coming to the group or express the desire to "drop out of the group." For example, certain members may not be ready to confront or change their behavior and may not be ready for the group process. It is wise for counselors to state during screening interviews that anyone who is selected for the group has certain responsibilities. One responsibility is to maintain confidentiality, even after leaving the group. The second responsibility is to tell the members at a group meeting prior to dropping out, why the participant plans to stop attending. Group leaders will find it helpful to restate these responsibilities during the first few sessions of the group to ensure that all members know them. Group dynamics change when members are absent or drop out. Remaining members deserve to know the reason a member no longer wants to be in the group. This also ensures that the remaining members do not blame themselves when a member stops coming to the group.

Closing weekly group sessions may be difficult for leaders, particularly when the group is working hard or a new issue has just been presented as the bell rings and students are expected in their classes the following period. In such situations the leader may summarize the session, tell members to remember what has just come before the group, and ask members not to discuss the topic with anyone until the next session. The leader may jot a few notes to ensure that he or she can reconstruct the topic and the feelings in the group to summarize at the beginning of the next session. It is best not to extend group sessions beyond one class period. If a member is crying or too emotional to return to class, the leader may ask the member to remain until the member is prepared to return to class. However, it is crucial that the group leader not get the reputation among teachers that students are allowed to be late frequently to their classes when they have had group the preceding period. This causes teachers to question what takes place in the group. Furthermore, teachers are required to dismiss their classes on time, so counselors are expected to abide by the same expectations.

Closing a counseling group after working with members intently for eight to 10 weeks, when the participants have revealed themselves and have grown to help each other, is not easy. Members and leaders may experience feelings of separation, anxiety, or grief knowing that the same relationship will not continue.

In closing the group, the leader may ask members to share what they have learned from other members or lead closing activities. It is appropriate for the leader to share his or her own feelings of separation with members when ending groups.

After the final scheduled session, the leader may agree to continue with a group less frequently—for example, once every two weeks, or perhaps monthly. Certain members may participate as members or role models in other groups in the future. However, it is wise to have a definite closure date for each group and attempt to abide by it. This helps members realize that they must learn from the group while they have the opportunity, and then they must apply the principles they have learned. This, too, helps members become independent.

EVALUATING OUTCOMES AND PARTICIPANTS' REACTIONS

Counselors should plan written evaluations of groups when they select the group goals, before the first session. These written evaluations should address the goals and procedures for the particular group. Often leaders will consider the verbal statements of members at the last group session as the evaluation. These statements are very subjective, are not concrete, and do not substantiate whether the goals set for the group were met. Furthermore, these statements do not confirm that the same group plan should be implemented with other students. Written evaluations affirm the value of particular groups and, with members' permission, can be shared with administrators to demonstrate what members stated they learned from the group process, thereby justifying class time for the group. (See Appendix G for a sample evaluation form for group members.) With members' permission, teachers also may be asked to complete questionnaires inquiring whether they have observed any differences in the students' behavior, decisions, or study skills, depending on the goals of the group. Written outcomes, evaluations, and reactions are helpful to confirm the value of a group program.

FACILITATING QUALITY LEADERSHIP FOR QUALITY LEARNING

Just as schools exist to meet students' academic needs, counseling groups in schools exist to help students achieve in school. The group experience helps students learn by providing them the opportunity to apply empathetic listening, critical thinking, speaking, problem-solving, and self-management skills and responsibility.

By being good group leaders, counselors help students learn more effectively and efficiently, help students learn to solve their own problems, and help build trust within the school. Quality is described as doing right things right. Good group leaders make sure the right things are done in groups (goals are set and achieved), and that they are done right (procedures are designed to meet the goals, and respect is always given to group members' thoughts and feelings). In this way group leaders ensure quality groups in schools.

According to Glasser (1984), students will need the following thinking/processing and "people" skills to prosper in the next century: communication, decision making, teamwork, creative thinking, problem-solving, goal-setting, critical thinking, and interpretive skills. Students can learn these skills in group counseling, apply them during the group sessions, and transfer them to life outside the group.

The U.S. Department of Labor, in a recent report, *What Work Requires of Schools: The Secretary's Commission on Achieving Necessary Skills (SCANS) Report for America 2000* (1990), identified a three-part foundation of skills that students should acquire:

- Basic skills, including listening.
- Thinking skills, including creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning.
- Personal qualities, including responsibility, self-esteem, sociability, self-management, and integrity/honesty.

Group counseling provides an opportunity for students to practice all of these. Students frequently are reminded in group counseling that each individual member has the responsibility to listen, visualize the situation, and use creative thinking to explore decisions and solve problems. But the final decisions, actions, and the consequences of those actions, the students also are told, are the responsibility of the individual member. Furthermore, members are reminded, in all problem solving, to consider and respect the feelings of others who may be affected by their solutions. Decisions or solutions are not appropriate if they hurt other people or disregard others' rights or freedoms.

Deming has identified the basic values of total quality management as cooperation instead of competition, intrinsic rather than extrinsic rewards, and helping people instead of evaluating them (Brandt, 1992). These values are inherent in all good group counseling. They are evident in the ground rules of counseling groups and are demonstrated or practiced in every group session. In group counseling, all members can grow and change if they desire, and there is no end to their learning and the continual improvement they can make.

Group counseling always focuses on *processes*. The end never justifies the means. The environment of the group promotes self-esteem and stimulates the members to achieve attainable goals. Group counseling works because it teaches shared decision making, uses multiple intelligences, and cooperative learning, and is a *systematic process* for achieving the desired outcome of continuous improvement for all members.

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APPENDIX A
Appropriate Counseling Groups for Secondary Schools

Many other counseling groups are appropriate in secondary schools; this list includes examples of such groups.

Easiest to Lead

- Newcomers
- Changing Family
- Study Skills
- Planning My Future
- Problem-solving
- Learning to Succeed
- Conflict Mediation Leaders
- Parents'
- Personal Growth

Most Difficult to Lead

- Potential Drop-outs
- Alternative to Suspension
- Alternative to Discipline
- Recovering Substance Abuse
- Multicultural Understanding
- Conflict Resolution
- Coping with Grief
- Future Mothers
- Teachers

APPENDIX B
Stages of Group Process with Developmental Tasks for Leaders

I. Security Stage
  - Introduce and help members get acquainted.
  - Lead warm-up activities to help members feel comfortable.
  - Clarify the ground rules.
  - Build trust in each other.

II. Acceptance Stage
  - Model and encourage members to share appropriate personal experiences and information.
  - Model how to give helpful feedback.
  - Build group cohesiveness.
  - Help members accept themselves and others.
  - Help members distinguish the difference between their behaviors and themselves as persons.
  - Help members accept others even though they may not accept the behavior of others.

III. Responsibility Stage
  - Help members recognize and assess their own behavior.
  - Help members take responsibility for their own behavior.
  - Model respect for others and encourage members to respect themselves and others.
  - Encourage members to contribute and become responsible for their own growth in the group.

IV. Work Stage
  - Lead members to identify their own problems, seek and accept help from other group members, and identify and begin steps for solutions.
  - Lead members to mobilize as a group to help individuals within the group.
  - Encourage members to take appropriate risks, to try out suggestions, and to report results to the other group members.
  - Encourage members to learn from each other, and intervene only when necessary to promote positive growth of members.

V. Closing Stage
- Address any unfinished business.
- Affirm and confirm growth of members.
- Give support to members, expressing trust in their ability to apply concepts learned in the group to their future experiences.
- Set dates and times for follow-up.
- Summarize what has been learned in the group.
- Summarize what the group has meant to you personally.
- Say good-bye.

APPENDIX C
Sample of a Group Leadership Plan

Group: Defining the Me I Want to Be: A Personal Growth Group for Students in Any Grade Level 9-12

Purpose: Facilitate the group so that members will identify how their "real selves" may differ from their "ideal selves"; then help them to help each other achieve at least one personal goal that has meaning to them.

Group Goals: Members will (1) discuss meaningful goals or issues that present problems for them; (2) take personal responsibility for not reaching their goals, or for their individual problems; and (3) plan and take action to achieve a goal or change a behavior without causing a problem for someone else.

Group Definition: Twelve members will be selected from grades nine and 10. Two members who completed a study-skills group previously will be role models. The group will meet weekly during the second quarter, and will meet in the counselor's office.

Procedures: Members will be asked to define a realistic personal goal, preferably something related to achievement in school or a relationship with another person. During the group sessions, members will discuss their goals, their progress, barriers to achievement of their goals, and ways to overcome the identified barriers.

Evaluation: Members will be asked to evaluate the group by identifying how well the group goals and their individual goals were met.

APPENDIX D
Sample Letter to Parents

Dear Parent,

(Name of Student) has expressed an interest in participating in a group/seminar entitled, "Defining the Me I Want to Be: A Personal Growth Group." The goals for this group/seminar are to help students (1) discuss meaningful goals or issues that present problems for them; (2) take personal responsibility for not reaching their goals, or for their individual problems; and (3) plan and take action to achieve a goal or change a behavior without causing a problem for someone else.

Weekly sessions are planned, but we will meet a different period each week so the members miss a minimum of instruction from each class. Members are responsible for work missed from class.

I am the leader of this group/seminar and the first meeting is November 9. I believe your son/daughter will benefit from this experience.

Members need parental permission to participate in this group. If you have any questions before signing the permission form, please call me at _____-_____. I look forward to meeting with this group.

Sincerely,

- -

(Name of Student) has my permission to participate in the "Defining the Me I Want to Be" group/seminar described above.

Date: __________ Parent Signature______________________________

APPENDIX E
Sample Memo to Teachers

To: (Name of Teacher)
From: (Name of Counselor)
Subject: Group Counseling Seminar

(Name of Student) has parent permission to participate in a group seminar from November 9 through January 11. The rotating schedule of seminar sessions is attached.

This student is responsible for making up work missed and will remind you in advance of the particular day he or she will miss your class. Members are excused from group on days of scheduled tests. Please let me know if this student is in danger of getting a poor grade in your class or if you think he or she should not participate in the group. I appreciate your cooperation. I hope you will see positive results from (name of student) participation in this group seminar. Please see me if you have any questions or concerns.

Day	Date	Period	Day	Date	Period
Tuesday	Nov. 9	1	Tuesday	Dec. 7	5
Tuesday	Nov. 16	2	Tuesday	Dec. 14	6
Tuesday	Nov. 23	3	Tuesday	Dec. 21	7
Tuesday	Nov. 30	4	Tuesday	Jan. 4	1
			Tuesday	Jan. 11	2

APPENDIX F
A Scale for Group Confrontation

Level 1: Giving In (Not Helpful)
The potential confronter either ignores the detrimental behavior or makes a weak attempt to confront and quickly withdraws when resistance is encountered.

Level 2: Blaming (Not Helpful)
The confronter attempts to change the detrimental behavior by promoting shame or guilt in the confrontee, or attacking the confrontee's character or competence.

Level 3: Identifying Ineffective Behavior
The confronter describes the behavior that is hurting others and the probable factors that sustain that behavior pattern. The confronter includes a recognition of the difficulty of facing or "owning" the behavior.

Level 4: Identifying Negative Consequences
The confronter identifies the ineffective behavior pattern and deals with his or her own feelings and the feelings of the confrontee. Then the confronter delineates the probable negative consequences of continuing the detrimental behavior. This level includes empathy and commitment to become involved with the confrontee in attempting to replace the ineffective behavior.

Level 5: Gaining a Commitment to Change
This level incorporates levels 3 and 4, and then challenges the confrontee to accept appropriate responsibility for the problem and for making changes. In this stage the confronter responds to the confrontee's avoidance, recognizes the feelings of the confrontee, and identifies the behavior pattern and the consequences of continuing this detrimental behavior. Furthermore, the confronter invites the confrontee to own the problem and do something about it rather than blaming other people. Finally, the confronter makes a commitment to help the confrontee replace the ineffective behavior with more effective behavior.

APPENDIX G
Sample Evaluation Form

Directions: Circle the letters that best describe your experience in the group "Defining the Me I Want to Be": "DA" for Definitely Agree, "A" for Agree, "D" for Disagree, and "DD" for Definitely Disagree.

1. I discussed a meaningful personal goal with the group.
   DA A D DD
2. I was encouraged in the group to take personal responsibility to solve my problem or reach my goal.
   DA A D DD
3. Group members identified how I could take action to achieve my goal or change my behavior without causing a problem for someone else.
   DA A D DD
4. I achieved my personal goal to some extent.
   DA A D DD
5. I would recommend this group for other students next quarter.
   DA A D DD

Directions: Complete the following sentences.

6. In the group I learned

7. I achieved or did not achieve my personal goal because

8. I would or would not recommend this group to other students because

7. Integrated Learning Units

Charlotte Murrow Taylor

INTRODUCTION

"When we are able to touch students in some way within their regular classroom environments—whether by a statement we make or an activity we conduct or a skill we teach—then they will be much more inclined to come to us when they are in pain. We must find a way to impact larger numbers of students in positive ways, teaching life skills and survival skills, so that they will be productive and successful members of society." This statement was made by a secondary school counselor, one of four who serves 2,400 students in a suburban high school. This chapter will show practical ways school counselors can reach all students in the school.

It is essential that counselors not only be familiar with the developmental stages and tasks of students, but also constantly upgrade their knowledge of societal trends and issues that affect youth on a daily basis. Local community mores; influences such as music and media; and the changing complexion of the family require that a counselor be active in the search for appropriate knowledge. For example, a counselor who is unaware that the most recent census has delineated 13 different configurations of the family may well alienate students by the use of the phrase "your parents."

The recent U.S. Department of Labor report, *Learning a Living: A Blueprint for High Performance* (1992), cites foundation skills that are vital to success in the workplace. These include not only the basic skills that automatically come to mind such as reading, writing, and mathematics but also thinking skills, such as creative thinking, decision making, problem solving, reasoning, mental visualization, and knowing how to learn. In addition, personal qualities are considered to be of utmost importance:

responsibility, self-esteem, sociability, self-management, integrity, and honesty. These process skills are crucial for the future workers of this country and must be taught along with the basic skills. It falls on the school counselor, as an expert in communication and human relations, to provide much of the training for students in these domains.

Total quality management (TQM) is a system based on people working together, primarily in teams. The philosophy on which this system is based is continuously improving the processes employees use to do their work. And the bottom line, of course, is how well the services provided meet the needs of the customer. In schools, there is no doubt who the primary customer is—the student. The purpose of this chapter is to show how integrating thinking skills and personal development instruction into the regular curriculum environment can benefit all students. An additional benefit is that the counselor is quite literally seen in a new way in a new setting, as one who possesses specialized skills and cares about students.

However, the integrated learning approach does require that secondary school counselors be creative and innovative. The nightmare of registration, scheduling, and testing, and the day-to-day "drop-in" issues that must be handled find the schedule of most secondary counselors taking on a life of its own.

Although the examples shared are from the secondary school perspective, you will see immediately how ideas and approaches can be adapted to the elementary school level.

If students are to receive affective instruction, and counselors are unable to free the time to provide the needed number of direct services, then we must develop new ways of serving youth. Further, if today's adolescents are to develop the sense of purpose we wish for them as well as a realistic concept of the world beyond the schoolroom, we must make use of a variety of resource persons from outside our own system.

I will outline a number of programs through which life skills and survival skills are taught to high school students. Each program involves the school counselor in a variety of ways; none depends solely on the school counselor for the provision of the affective instructional services.

A number of low-cost, high-quality, user-friendly materials are readily available for the school counselor who wants to provide life skills instruction but does not know where to begin. A sample lesson plan format and the sources of all the materials used in programs discussed are included in this chapter.

A SEMESTER COURSE IN LIFE SKILLS

The Concern

A high school's assistant principal met with the counselor of a midsized (700 students) high school to evaluate the suspension, expulsion, and drop-out rates that the school had experienced over the last few years. The data showed that we had to make a significant impact on the students as soon as they entered our doorway, but, with only one counselor, it was obvious that we would have to be extremely creative to have qualified persons provide the appropriate instruction. With the support of the principal and key members of the faculty, we determined to require a semester course in life skills instruction for all ninth graders.

The Plan

Student strengths and weaknesses were examined in a variety of ways. Discipline records were a key source of data analyzed to determine which negative coping skills were most prevalent. Attendance and academic records were analyzed to identify related needs. Resource persons from outside the school (e.g., the district director of counseling services, the director of the local Teenline, and others) were identified and contacted.

Based on the results of this data-gathering effort, and with the developmental needs of adolescents in mind, we developed the following schedule for the semester course designed to teach life skills.

Life Skills Integrated Classroom Learning Unit

Discipline and Expectations Week 1
Instructor: Assistant Principal
Materials: "The Power of Choice" by Michael Pritchard (dating, alcohol, drugs) video

Study Skills Weeks 2–4
Instructor: Classroom Teacher
Materials: Generic study skills materials

Self-Esteem Weeks 5–8
Instructors: School Counselor and Classroom Teacher
Materials: "Skills for Living"
"From Peer Pressure to Peer Support"
"Facilitating Wellness Groups"
"Adolescent Coping with Depression Course"

Teaching Refusal Skills Weeks 9–11
Instructors: Classroom Teacher
Nurse: American Red Cross
Director: Teenline
Clinical Counselor: Alcohol and Other Drug (AOD) Treatment Center

Topics/Materials: "Thinking, Feeling, Behaving" Workbook
Stress, Saying "NO"
Sexuality, AIDS
"Taking a Stand"(dating, saying "NO") video
"Reach Out" (alcohol and drugs, driving) video

Decision Making and Goal Setting Weeks 12–15
Instructors: School Counselor and Classroom Teacher
Materials: "Skills for Living"—Group Counseling for Young Adolescents

Career Exploration Weeks 16–18
Instructors: School Counselor
Materials: "Go for the Goal"
Career Target Program
SCOIS (South Carolina Occupational Information System)

Students participated in the quizzes and tests that are an inherent part of secondary school coursework, and received grades as in any other class.

Permission to award one half of an experimental social studies credit to student participants was obtained from the South Carolina Department of Education.

The Results

Improved attendance as well as improved academic performance have been the result of this effort. Students who took the course earned fewer in-school suspensions than did students in the previous year's class who had not taken the course. Fewer conferences with the school counselor due to tardiness were required. Fewer students received one or more failures on report cards than had been earned the previous two semesters. Students indicated that they enjoyed the course, learned a great deal from it, and recommended that it be continued. The student evaluation form is found in Appendix A.

TEACHER CADET—GRADE 8 MENTORING PROGRAM

The "High School Grade 8 Program" is designed to reduce the dropout rate and increase the graduation rate. Built on the concept of flexible arrangements, the program offers both eighth-grade and high school coursework to average eighth-grade students within the high school setting. Mainstreaming is an integral part of the overall program. An additional catch-up feature of the program is the eligibility of students to participate in the summer school program, which increases the number of credits that can be earned. Faculty and staff function as instructors and advisors, and counseling services are available to all program participants.

The Concern

While the academic achievement of these average eighth graders had improved somewhat, the students did not seem to identify with the high school. Indeed, the students seemed to isolate themselves from other students and from all school activities.

The Plan

A local high school counseling director and teacher developed an innovative method of providing a sense of belonging, support, and affective instruction for these eighth grade students by matching two Teacher Cadets with each student and providing a peer mentoring program throughout the school year. The "Teacher Cadet Program" recruits young people who have expressed an interest in entering the field of education. These high school students meet with an advisor on a regular basis and explore the history, current trends, and career options of the teaching profession. These goal-directed students are the ideal choice for mentoring their less directed counterparts.

The school counselor presented the program at a meeting of the Teacher Cadets, and those interested in being mentors volunteered. A variety of training was provided by the counselor/teacher team, including:

- At-risk behaviors
- Assertiveness training
- Communication skills
- Confrontation skills
- Problem-solving skills
- Encouragement, affirmation, and empathy
- Responsibility and leadership skills
- Stress management

The cadets were then matched with the average eighth-grade students. On the day of the introductions, cadets met their assigned student and then the trio (two cadets and one student) went where they chose on campus for the entire class period to become acquainted. Teacher Cadets serve as friends, mentors, surrogate teachers, and parents. In addition to working with the eighth-grade students every day during an assigned class period, they attend teacher conferences, make team visits to their partners' homes, and become a vital force in each student's life.

Teacher Cadet—Cadet 8 Mentoring Program

I. Counselor and teacher visit Teacher Cadet class.
   A. Recruit mentoring volunteers.
   B. Explain cadets' responsibilities.
   C. Have participants sign confidentiality statement.
   D. Distribute handouts.
   E. Provide training (see activities below).
   F. Remind them to ask for help if needed.

II. Counselor and teacher visit Grade 8 class.
  A. Recruit eighth-grade volunteers (targeted students).
  B. Outline responsibilities of eighth graders—e.g., to keep appointments, etc.
  C. Have participants and parent(s) or guardians sign permission/release.
  D. Explain credits, graduation, etc., and answer all questions.

III. Counselor and teacher match Teacher Cadets/Grade 8 Students.
  A. Consider informal, verbal requests made by students.
  B. Match ROTC (Reserve Officer Training Corps) Teacher Cadets with ROTC Grade 8 students.
  C. Match two cadets to every one Grade 8 student.

IV. Initial Meeting between Cadets and Grade 8 students.
  A. Teacher Cadets go to Grade 8 classroom—fourth period is tutoring for Grade 8 and cadet class for Teacher Cadets.
  B. Introduce teams and allow them to "disappear" for the rest of the period (which also happens to be lunch period); some cadets take them to eat, some sit in groups outside, some cadets introduce the eighth-grade students to their own friends, etc.

V. Teacher Cadet Advisor monitors progress of Teacher Cadet and Grade 8 students.

VI. Teacher Cadets/Grade 8 students and advisors attend ROPES, an outdoor, experiential sequence of physical events designed to build trust and support. Individuals challenge themselves with activities progressing from low to high levels, many of which require a high degree of interaction and team building.

VII. School counselor monitors program and progress, arranges activities, and conducts conferences, training, etc., as needed throughout the school year.

VIII. Activities and special reminders involving Teacher Cadets and Grade 8 students are coordinated through the efforts of both group advisors:
  A. Tutor (lunch or after school).

B. Teacher Cadets send birthday cards, inexpensive surprises for other holidays, notes; buy tickets for sporting or other activities; encourage Grade 8 students to join clubs; introduce Grade 8 students to other students; etc.
C. Teacher Cadets attend parent conferences of their Grade 8 students.
D. Teacher Cadets make contact with Grade 8 students' other teachers for materials and ideas to help Grade 8 students.
E. Teacher Cadets offer emotional and social support for Grade 8 students while on campus, and they attempt to lead their Grade 8 students to greater effort and self-evaluation.

The Results

If our goal is to help our "students connect what they learn in class to the world outside" (U.S. Department of Labor, 1992), then we are succeeding. Through this program, students are seeing the value of staying in school, completing their education, and preparing themselves for their work lives when they graduate from school. When comparing drop-out statistics, data show that the number of eighth-grade students staying in school has increased dramatically. More than 80% of the target students have remained in school, and a number of them have "caught up" with their original class. Approximately half of the eighth graders have become involved in a school activity leading to improved socialization skills and increased investment in school.

A few activities used in the Teacher Cadet program follow.

SAMPLE COMMUNICATION SKILLS ACTIVITY

Positive Communication Skills

Maintain good eye contact.

Speak clearly and distinctly.

Use a voice tone that communicates caring, interest, and understanding.

Try to match your facial expression to the other person's feelings.

Lean very slightly toward the other person (no closer than 18 inches), so you will not be in his or her personal space. Each person has "personal space" that should be respected and entered only with permission from those who have a close personal relationship.

Be encouraging.

The "I" Message

Many of the messages we send to people about their behavior are "you" messages—messages that are directed at other people and put them down, making them feel guilty, unimportant, and angry. Examples of "you" messages are usually orders, commands, blaming, or name-calling statements. Perhaps the worst of all "you" messages is the if/then threat, ("If you don't ... then I will").

An "I" message, on the other hand, allows someone who is affected by the behavior of another to express the impact of that message. It leaves the responsibility for modifying the behavior with the other person. An "I" message consists of three parts: (1) the specific *behavior* observed, (2) the resulting *feeling* you experienced because of the behavior, and (3) the tangible *effect* on you (Burgess, 1991).

Practice "I Messages," using the formula below, and the List of Feelings" that follows.

I feel____________when you______________________
because____________________________________.

List of Feelings

accepted
affectionate
afraid
alarmed
angry
anxious
appreciated
attractive
awkward
beaten
beautiful
bewildered
brave
calm
cheated
closed
comfortable
committed
compassionate
competent
concerned
confident
confused
contented
cowardly
creative
cruel
curious
defeated
dejected
dependent
depressed
deprived
deserving
desperate
disappointed
dominated
domineering
eager

easygoing
embarrassed
envious
evasive
excited
exhilarated
fatalistic
fearful
feminine
flirtatious
friendless
friendly
frigid
frustrated
generous
genuine
giddy
grateful
gratified
guilty
gutless
happy
hateful
hopeful
hopeless
hostile
humorous
hurt
hyperactive
hypocritical
ignored
immobilized
impatient
inadequate
incompetent
inconsistent
in control
indecisive
independent
inferior
inhibited
insecure
insincere
involved
isolated
jealous
judgmental
lonely
lovable
loving
loyal
manipulated
masculine
melancholy
misunderstood
needy
old
optimistic
overcontrolled
overlooked
paranoid
passionate
peaceful
persecuted
pessimistic
phony
playful
pleased
possessive
preoccupied
prejudiced
pressured
protective
proud
quiet
rejected
religious
remorseful
repelled
repulsive
restrained
rewarded
sad
sadistic
secure
seductive
self-reliant
sexy
shallow
shy
silly
sincere
sinful
sluggish
soft
sorry
stubborn
stupid
suicidal
sunshiny
superior
supported
supportive
suspicious
sympathetic
tender
terrified
threatened
tolerant
torn
touchy
two-faced
ugly
unappreciated
uncertain
understanding
unresponsive

uptight
used
useless
victimized
vindictive
violet
weary
weepy
wishy-washy
youthful

SAMPLE STRESS MANAGEMENT ACTIVITY

My Personal Life-style Stress Reduction Formula

Physical (jogging, basketball, swimming)

It is important to develop the habit of engaging in physical activity three or more times a week. Remember that physical activity is one of the best things you can do for yourself to reduce stress. What activities will you put in your personal formula?

A) Alone
B) With others

Spirit-lifting (reading, music, building models)

Everyone can develop healthy interests or hobbies that help them to relax and enjoy life. What makes your spirit soar?

A) Alone
B) With others

Remember, select several activities for each section. There will be times when you need to reach out to a friend to join you, but there will be other times when you will not be able to depend on a friend.

STUDY SKILLS FOR NINTH GRADERS

The Concern

The director of counseling at another county high school knew that, with the huge number of ninth graders (700+) served by her staff, there was no way study skills could be taught directly to each student, in an appropriate manner, by the counselors themselves. Instructional requirements differ significantly from the middle school to the high school, however, so it was necessary that study skills be taught.

The Plan

The counseling staff compiled a Study Skills Instructional Manual for each of four departments: math, English, science, and social studies. Videos and/or filmstrips were provided to accompany the manuals, and freshman students were provided two weeks of study skills instruction by their classroom teachers at the beginning of the school year.

Study skills materials were provided that were also appropriate for students enrolled in more challenging classes as well. (See Appendix C for sources of all materials listed below.)

Topics covered, by department, were:

ENGLISH	Notetaking Skills

Key Words and Phrases, Writing It Down, Listing, Diagramming, Paragraphs, Paraphrasing, Outlining

SOCIAL STUDIES	Critical Reading

SQ3R Technique (Survey, Question, Read, Recite, Review)
Learning Trampoline: A recall technique
Before You Leave School Checklist (A guide to help you prepare for homework time)

MATH	Memory Skills

Checklist on memory, "R's" of Remembering, Memory Time Tips, Tricks for Remembering, Reading-Study Session, Associating Information, Retaining More Information with Key Ideas, Repetition

SCIENCE	Setting the Stage

Getting Ready for Studying, Discover Your Attitude,
Self-test on Study Habits, Making Your Choice, Scheduling Time, Getting Organized, Recording Assignments, Completing Assignments, Listening Skills, Paying Attention in Class

The Results

Because no control group was established, it is difficult to assess the positive impact of the instruction. The skills seem to be of such importance that the counselors were unwilling to assign any students to a control group. However, drawing on well-documented and -established precedents, secondary counselors teach study skills so that students will be better prepared to learn.

PEER PROGRAM ASSISTANCE FOR TARDY STUDENTS

The Concern

The local board of education mandated that school counselors see each student who has four tardies for any one class. Tardiness is a major problem in many high schools. During the first semester of a recent school year, the three counselors in one large (1,800 students) school received 273 referrals.

The Plan

By training peer facilitators, tardy students could be seen more often and more consistently and could be offered a more comprehensive plan of action for improvement.

The goal was *not* to get into a rigid theoretical model that would be extremely time consuming. *Extensive* knowledge of counseling theories and psychological concepts is important for the counselors engaged in conducting the training. However, peer facilitators can function effectively with training in three major skill areas (Bowman, 1987). The major skill areas are:

1. Exploring the elements of a helping relationship.
2. Being able to respond in a way that gets others to think openly about feelings and ideas.
3. Learning decision-making skills that will promote the desired behavior.

Training

Training takes place on a Saturday—which measures the commitment of those students *invited* to be facilitators. The training lasts for the entire day and ends with a cookout.

An explanation of the rationale behind peer programs, plus instruction in positive communication skills, active listening, decision making, and goal setting, are integral components of the training. In addition, peer facilitators participate in all activities/lessons that they ultimately will conduct with their peers. Complete lesson plans are given to the peer facilitators (see Chapter 11).

The Results

It seems apparent that teenagers particularly learn readily from their peers. When imparted by teens for teens, educational information may be accepted more openly and readily. This is a relatively simple project to set up and is more effective in eliminating tardiness than a series of one-to-one visits with the school counselor. In addition, this program affords counselors additional time to implement other projects so that *more* students can be served.

MUSIC AS AN INSTRUCTIONAL TOOL FOR AT-RISK YOUTH

The Concern

Many youth in today's classrooms seem disengaged from the learning process, marking time until they drop out. Students considered to be at risk of dropping out were identified using national, state, and local criteria, and it was determined that more than 20% of all local high school students could qualify as "at-risk." School counselors must "connect" with students, and develop positive communication and relationships with them, to encourage students at risk of dropping out to stay in school, to begin to understand themselves, and to develop needed skills.

The Plan

Music has an attraction for young people and the content of popular music is very personally meaningful for them. In addition, educators who have studied learning styles theory have determined that the majority of school drop-outs are students who are sensing-feelers and intuitive-feelers. These students learn and function best through discussion, creativity, involvement, and when content taught has personal meaning. Most teachers, however, are sensing-thinkers who rely on factual data and prefer instruction through drill, repetition, and demonstration. "Feeling" students can be reached through music because the teaching process that uses music involves and encourages students to articulate their feelings and values, to understand and accept their issues, and to plan and execute their work.

This program fosters an increase of life-skills through music by combining the sensory, affective, and cognitive. The skills delineated as critical for tomorrow's workers (U. S. Department of Labor, 1992) include creative thinking, decision making, problem solving, reasoning, mental visualization, and knowing how to learn. In addition, personal qualities that are considered to be of utmost importance are emphasized, such as responsibility, self-esteem, sociability, self-management, integrity, and honesty. Each of these skills may be illustrated creatively and fostered through the medium of music.

Counselors can help integrate music lessons into the instructional curriculum. While lessons can be conducted in small groups for targeted students only, classroom sessions delivered within integrated learning units are more desirable since the activities are beneficial for all.

The Results

The program is in its first year in the county, and students, counselors, and teachers are excited about the increased communication and involvement. Classroom teachers report that they are able to see their students in a different light and have established more positive relationships with students. It is expected that this increase in interpersonal relations, along with improved problem solving and other life-skills, will contribute to a lower drop-out rate.

Techniques that can be employed successfully include:

- Listen to a song. Discuss. Have each student write a paragraph about the message or the impact. (Can be combined with language arts class for a grade.)
- Have students write the lyrics to their favorite songs. Share in group discussion. Apply the message of the lyrics to daily life.
- Play an instrumental musical selection—for example, Pachelbel's "Canon." Have students close their eyes. Discuss thought pro-

cess during music…or…assign a topic for thought…or…distribute crayons and paper and have students draw while tape plays. Discuss.

- Select a song related to a certain theme, distribute the lyrics, Play the tape or record, and allow for discussion. Refer to the Processing Music and Media Messages sheet below. See Appendix C for possible music titles.

Processing Music and Media Messages

Play Music or Video
BE SURE TO STRESS THE FANTASY/REALITY/ENTERTAINMENT ASPECT

If music:

- While song plays, have students circle, underline, etc., any words or phrases that mean something to them.
- It may be helpful, at times, to listen with eyes closed.

If video:

- Students may make brief notes, if they choose.
- Try turning the sound OFF for a different impact.

Don't hesitate to stop during a song or video to discuss a particular point or issue.

Discuss points the students bring up. Discuss points you feel are important (e.g., "What do you feel/think about the idea of . . .?)

Draw analogy/ies to their possible/probable real-life events/situations.

Discuss values, needs, feelings, and desires that may be involved here. Are there alternative ways to look at the situation/related situations?

Explore related decisions/consequences, etc.

Make it fun! Don't be too intense! Close on a high note!

Keep in mind:

- Always preview your material. Use a variety of styles and performers. Do not use material that is very uncomfortable for you. Allow students to choose the selections. Have them bring in the words and music so that you may review the selection for content.

- Be sure to attend to facial expression, body language, voice tone, etc. Some students may be affected strongly by these messages.
- With video, allow for discussion of the differences between the messages sent through an audiotape of a song versus the audio plus video portrayal.

GROUP WORK WITH STUDENTS ASSIGNED TO IN-SCHOOL SUSPENSION CLASS

The Concern

The local board of education requires that when any student is brought before it for a disciplinary matter, a record of counseling services provided for the student also must be presented.

In response to the increasing need for direct counseling services due to behavioral problems, and despite increasing enrollment and responsibilities, counselors have begun working with students who are assigned to in-school suspension. This does not replace small-group counseling but is an attempt to teach life and survival skills to those students who exhibit a desperate need for them.

Activities and units vary depending on the need, the length of time of the suspension, and the seriousness of the issue that caused the suspension. Obviously, flexibility is a major component of such a venture, since each student has unique issues that go along with the behavioral problem or, perhaps, because of it.

Sources of materials used with the group are similar to those used in the first and second programs described in this chapter.

Classroom Management

The secondary counselor who has not been a part of the regular instructional curriculum for many years may well be intimidated by the thought of managing a large group of students. The following tips are offered so that the impact of instruction may be maximized while disruptions are minimized. Note that these tips are appropriate during any classroom instruction.

The Plan

Prior to starting the learning unit:

- *Familiarize yourself with all programs prior to the initial activity or session.* Instructional activities should be as experiential as possible. You will want to encourage sharing—share about yourself; this will be really special for the class. It is not necessary to "spill your guts" or tell deep secrets; simply tell who you are as a person.

During instruction:

- Brainstorm "guidelines for groups" (five guidelines or fewer), write them on newsprint, and post to refer to if necessary. Proper facilitation will draw these guidelines from students, leading to an investment on their part. Suggested guidelines may include concepts such as one person may speak at a time, put downs are not acceptable, disruption of instruction must not take place, no one is required to contribute to the discussions but everyone must attend to the lesson.
- Provide instruction regarding natural and logical consequences, delineating the difference between consequences and punishment. Emphasize choice, responsibility, and decision-making skills.
- Establish an atmosphere of mutual respect, building a positive relationship with each student, remembering that the most powerful method of instruction is modeling.
- Encourage students to help each other—some of the topics might be tough.
- Whenever possible, ignore inappropriate behavior. Behavior that is not rewarded will diminish.
- Involve *all* students as much as possible. This will allow them to learn and also will keep them from reinforcing the disruptive behavior of other students.
- Assign helping tasks to students who require extra attention.
- Each day, review very briefly what was done the previous day.
- Throughout the activity or lesson, walk around the class. This affords the opportunity to place yourself within the proximity of a disruptive student without saying a word. A gentle touch will go a long way toward change disturbing behavior.

- Avoid a harsh tone; ask questions of inattentive or talkative students.
- Present and maintain a relaxed posture and a calm demeanor.
- Engage in a high level of involvement with each student, noticing affect, mentioning such things as new haircuts and improved attendance.
- Find something positive in *every* student.
- Handle any behavior that cannot be ignored calmly, quietly, and privately.
- Require the regular classroom teacher to stay in any class that has a reputation for being particularly disruptive. Enlist administrative support for this. This removes the counselor from the role of disciplinarian while allowing for the proper tone to be set. Discontinue when no longer necessary.
- *Most important*, affirm the person and dislike the behavior. Remember that the most troublesome student often is the student who needs the most affection and instruction.

Results

Students gain a new perspective of the counselor as well as learning vital process skills. It's a win-win situation.

Getting Started

Getting started is probably the hardest part. One approach might be to identify a supportive teacher who would be willing to contract for a certain number of lessons—say six—in the classroom. The teacher and counselor could coteach the first two lessons and critique the results. Then they could decide who would teach the next two lessons (with one observing and the other providing feedback), and then reverse the order for the last two lessons. This 2-2-2 method does several things for both professionals: it exposes teachers to a different way of relating to students and asks them to draw on active listening skills, which may not be used often. As has been stated, it provides counselors an opportunity to grow professionally and expose all students to vital process skills. Last, it opens up a whole new image of the school counselor—that of a visible leader who is making a difference with all children.

CONCLUSION

This chapter has focused on only a few ways that students may gain from instruction within the classroom environment. The integrated learning units mentioned have focused on communicating, collaborating, problem-solving, decision-making, and critical thinking skills. These process skills are all contained within the Educational Quality Improvement Process (EQUIP) Model, outlined in Chapter 1. School counselors have unique knowledge, skills, and positive attitudes to share with students, and their expertise need not be confined to the counseling office.

Ongoing professional development—stretching from the known (and perhaps stale) to the unknown—is a critical component of continuous improvement in the professional school counselor.

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APPENDIX A
Life-Skills Course Evaluation

1. What were the objectives for this course?

2. Which units were of most benefit? In what way?

3. Which units were not beneficial? For what reasons?

4. What do you consider the most valuable information you have gained through this course?

5. What changes would you recommend for this course?

6. Would you recommend keeping this course? Why?

APPENDIX B
Resource Materials

MATERIALS USED IN "PERSONAL EXPLORATION" COURSE

Brigmam, Greg. (1991). *Group counseling.* Portland, ME: J. Weston Walch, Publisher.

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Videos

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APPENDIX C
Music Titles for Possible Use

Not all of these songs send a positive message, but they have been/are popular and this makes them good tools for use with at-risk youth—or any other youth.

FRIENDSHIP, FAMILY, SUPPORT

Michael W. Smith	"Friends"
Elton John or Stevie Wonder	"That's What Friends Are For"
Carole King	"You've Got a Friend"
Mike and the Mechanics	"The Living Years"
Amy Grant	"That's What Love Is For"
TLC	"What About Your Friends"
Reba McEntire	"The Greatest Man I Never Knew"
Harry Chapin	"Cat's Cradle"
Paul Simon	"The Sound of Silence"
Diana Ross	"If We Hold on Together"
Oakridge Boys	"Thank God for Kids"
Elton John	"The Last Song"
Rod Stewart	"Forever Young"
Stephanie Mills	"Home"
The William Sisters	"Friends Forevermore"
The Beatles	"Help"
Wynonna Judd	"All of That Love from Here"
Billy Joel	"And So It Goes"
Club Nouveau	"Lean on Me"
Bette Midler	"Every Road Leads Back to You"
Prince	"I Would Die For You"
Olivia Newton-John	"I Honestly Love You"
Bette Midler	"The Wind Beneath My Wings"
Billy Joel	"You're Only Human"
The Commodores	"Nightshift"

Decision Making, Goal Setting, Choices

Bette Midler	"From a Distance"

Tracy Chapman	"Fast Car"
Wilson Phillips	"Hold On"
Gary Chapman	"Who to Listen To"
Indigo Girls	"Hammer and a Nail"
Amy Grant	"Wise Up"
Tina Turner	"We Don't Need Another Hero"
Michael Jackson	"Man in the Mirror"
Phil Collins	"Another Day in Paradise"
Arrested Development	"Mr. Wendall"
John Lennon	"Imagine"
John Denver	"The Gold and Beyond"
Jennifer Holliday	"Peace in Our Time"
Janet Jackson	"Knowledge"
Peter Cetera	"Best of Times"
Whitney Houston	"One Moment in Time"
Michael Jackson & Lionel Ritchie	"We Are the World"
Poison	"Every Rose Has Its Thorns"
Michael Jackson	"Heal the World"

Death

Men at Large	"So Alone"
Madonna	"Bad Girl"
Ozzie Ozborne	"Suicide Solution"
Eric Clapton	"Tears in Heaven"
Colin Ray	"Love, Me"
Boyz to Men	"It's So Hard to Say Goodbye to Yesterday"
Linda Ronstadt	"Goodbye, My Friend"

Abuse

Richard Marx	"The Children of the Night"
White Lion	"When the Children Cry"
David Bowie	"Fashion"
Aerosmith	"Janie's Got a Gun"
Suzanne Vega	"Luka"
Tracy Chapman	"She's Got Her Ticket"

DATING, RELATIONSHIPS, SEXUALITY

Boyz to Men	"End of the Road"
Salt 'n Pepa	"Do You Really Want Me Baby"
Garth Brooks	"I Got Friends in Low Places"
Reba McEntire	"Is There Life Out There"
U2	"With or Without You"
Luther Vandross	"Give Me the Reason to Want You Back"
Janet Jackson	"Let's Wait Awhile"
Tina Turner	"What's Love Got to Do With It"
Willie Nelson & Julio Iglesias	"To All the Girls I've Loved Before"
Bon Jovi	"Bad Medicine"
Kenny Rogers	"Morning Desire"
Madonna	"Papa Don't Preach," "Like A Virgin," "Oh, Father"
George Michael	"I Want Your Sex," "Teacher"
Rod Stewart	"Do You Think I'm Sexy?"
Motley Crue	"Slice of Your Pie"
Bon Jovi	"Living in Sin"
Whistle	"Always and Forever"
Tracy Spencer	"Save Your Love"
Michael Bolton	"How Am I Supposed to Live Without You"
Billy Idol	"Cradle of Love"
Tracy Chapman	"For You"
ZZ Top	"Legs"
Sinead O'Conner	"Nothing Compares to You"
Whitney Houston or Dolly Parton	"I'll Always Love You"

Note: There are hundreds of songs that deal with substance use/abuse!

8. A Crisis Intervention Team Model

Carolyn S. Graham, Brenda Smith, and Mary K. Albritton

> A child can live through anything, so long as he or she is told the truth and is allowed to share with loved ones the natural feelings people have when they are suffering.
>
> Author Unknown

INTRODUCTION

When a crisis occurs in a school, having a systematic, emotionally safe plan to help students, teachers, and parents respond appropriately is crucial. The school counselor is the natural leader in this process.

The crisis intervention team model described in this chapter is based on the Maryland Critical Incident Stress Debriefing (MCISD) Program. Appendix A provides background information on the MCISD program and how Charles County, Maryland, Public Schools developed their crisis intervention plan.

The MCISD process:

- validates that stress is a normal reaction to an abnormal situation,
- is for well people going through a crisis,
- is proactive instead of reactive,
- empowers people to take care of themselves.

PART I—THE SCHOOL-BASED CRISIS INTERVENTION PLAN: A TOTAL QUALITY MANAGEMENT APPROACH

The philosophy of total quality management sets the stage to have everyone at a school involved in meeting the customers' (faculty, staff, and students) needs during crises. The goal of the crisis plan is to return the student-customer to normal functioning by reducing stress or grief that interferes with learning. In Charles County, Maryland, this was achieved through the highly visible school-based Crisis Intervention Team Model. This model emphasizes the expanded leadership/facilitator role of the school counselor.

A well-organized, school-based crisis intervention plan:

- allows the principal to function as the administrative team leader,
- allows the school counselor to function as the clinical team leader,
- provides for an effective and consistent response, and
- creates an environment of safety for the students and faculty to manage stress and grief.

An initial investment of time, energy, and resources can develop a process that will provide data to identify students who have been affected by a crisis, an appropriate group intervention, and an assessment for follow-up. The crisis intervention plan empowers everyone in the school to meet customers' needs for intervention strategies. This model illustrates how school counselors add value to problem solving, provide leadership in process improvement, and help build trust relationships in the school—all vital components of the TQM philosophy.

A Crisis Team in Every School

Keeping in mind that providing a safe environment is necessary for education to take place, the following rationale supports using a crisis team in every school. The team approach:

- is proactive,
- minimizes confusion,
- empowers an internal team to use external resources as appropriate,
- provides role clarification,
- provides consistent administrative procedures,
- builds flexibility and versatility,
- reduces barriers to student learning, and
- restores functioning in a systematic and expedient fashion.

Developing a Crisis Plan

In the process of developing a crisis team in every school, the following steps must be addressed:

- Identify appropriate team members and define their roles.
- Provide adequate training.
- Develop procedures to activate crisis plan as needed.
- Provide ongoing supervision and support.

When students and staff experience a trauma that may affect the school population, information and support are vital. Cooperative agreements with local and state police to provide pertinent information to the office of the superintendent of schools, specifically the administrative assistant, who—in turn—notifies the school principal, are critical. The principal then initiates the information and support plan already established in each county public school.

Characteristics of Team Members

The crisis team is committed to making a difference for its clients. Therefore, careful consideration must be given to the composition of this team. In the selection process, potential team members should be:

- willing to participate,
- willing to accept training,
- able to be team players,
- able to manage stress,
- able to demonstrate good communication, empathy, and decision-making skills.

Composition of a Crisis Team

Possible members of the team are:

- principal
- assistant principal
- school counselor(s)
- two or more faculty members
- school psychologist

- pupil personnel worker or social worker
- nurse.

Each building also has people who are "natural helpers" and can add value to the process. It is important not to overlook these individuals, regardless of their work roles in the school. In addition to faculty members, natural helpers include secretaries, building service workers, cafeteria workers, and bus drivers.

Role of the Crisis Team

Preparation and planning prior to a crisis allow the school to function as effectively as possible. The crisis team:

- provides inservice for faculty,
- establishes methods of communication, and
- is activated at the time of the crisis.

A telephone tree should be established as a primary tool of communication to inform crisis intervention team members, faculty, and staff when a crisis occurs. It should contain the telephone numbers of any professional critical to the school's operation. The crisis intervention team should meet prior to the opening of school to finalize plans for handling a crisis, and also should meet with the faculty to inform them of its plans. A list of the crisis intervention team members should be posted in prominent places in the school so that students, faculty, and parents will know the members of the team (see Appendix B).

Crisis Team Action Plan

When a crisis occurs, everyone is under stress. This plan ensures that each crisis will be handled in a consistent manner, allowing for differences based on student and school needs. The principal has a chain of command and a series of predetermined steps to follow. The Administrator's Checklist below should be in the form of a folder that the principal can access easily.

Administrator's Checklist for Responding to Tragedy

The following actions must be taken immediately:

1. Identify school crisis coordinator and key support staff (including office personnel).
2. Verify information regarding tragedy.
3. Activate crisis intervention team.
4. Contact sheriff's department regarding special circumstances: shootings/suicides.
5. Notify superintendent's office, who will notify Pupil Services and Director of School Administration.
6. Be prepared to call in emergency medical support personnel to manage medically students exhibiting severe emotional stress reaction.
7. Remove personal items of deceased from lockers, desks, etc.
8. Stop any disciplinary, scholarship, testing, or special placement notifications that may be sent inadvertently to family.

Comments: Information about the tragedy must be verified, particularly when a student has been injured and the student's status is unknown. The crisis intervention team should write an announcement to be read by faculty members during homeroom. Homeroom teachers, who know their students, can help to assess the need for services. This same message is given to the school secretaries so that all information is consistent. A method should be devised to keep faculty members informed of any changes in status as they are received from the police department or hospital.

Sensitivity to the loss is the major issue, from removal of personal items to decisions regarding report cards, college acceptance letters, etc. Another delicate problem is the reporting of a suicide. A reminder may be necessary that the death and loss are the primary concerns.

Contact Family

1. Contact family personally and offer support.
2. Establish a family communications plan.
3. Obtain information regarding funeral visitation, home visits, food/flowers, names of surviving siblings and schools.

Comments: It is vital to establish a personal link with the family and to respect its wishes regarding information to be shared, funeral arrangements, and other pertinent data. One person from the school should be designated as the contact person.

School Plan of Action

1. Keep staff updated on events and circumstances.
2. Identify faculty/staff who are in need of mental health support services. Use school counselors, central office, community counseling, employee assistance program.
3. Emphasize the need to provide hard facts to reduce rumors.
4. Be highly visible to show presence, support, and control of the situation.
5. Make arrangements for excused absences for students wishing to attend the funeral.
6. Make arrangements for rescheduling standardized testing programs or other canceled activities.

Comments: Faculty and staff need periodic updates; they feel more in control and able to function when they know they will be informed of relevant changes. A calm, visible administrator can do much to allay fears. Faculty, students, and parents need to know that a reliable person is in charge and has the situation well in hand.

Announcing the Loss

1. Use the telephone tree to notify faculty before they return to school and/or place information in mailboxes at the beginning of the day (station a resource person nearby to answer questions).
2. Meet with faculty or department chairpersons and team leaders together before school. Provide handout covering recommendations for dealing with a loss in the classroom and procedures for referring students for counseling.
3. Announce loss to the entire school. Provide facts to reduce rumors and fantasies. Extend homeroom (class time) if necessary.
4. Arrange for selected class visits by team counselors to speak to students.
5. Follow up with short faculty meetings, planning period meetings, or after-school meeting to review the facts of the incident and the role of faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions.

Comments: The importance of the telephone tree and informing faculty and students personally of the tragedy already has been established. A short follow-up faculty meeting at the end of the school day is crucial to provide an update and to thank faculty members for their support.

School Counseling Responsibilities

1. Establish an area for grief counseling (individual and group).
2. Reschedule day's activities depending on the needs of the school. Cancel appointments and meetings not of an emergency nature.
3. Request transfer of additional secretarial help or volunteers from faculty to answer phones, etc.
4. Identify and coordinate crisis intervention personnel who can work with groups and individuals. Maintain a list of students counseled. Make follow-up calls to parents of students in distress and make recommendations for the parent to provide support.

Comments: The school counselor is a natural leader for the clinical portion of the crisis intervention plan. The counselor's major responsibilities should be to 1) coordinate the meeting location for groups, 2) ensure that all affected students have been identified, and 3) provide crisis interventions for students and staff.

Faculty Responsibilities

1. Identify students who were close friends or students who would like an opportunity to attend a group or individual session.
2. Identify students obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity.
3. If a class has a large number of distressed students, send special notices with numbers involved to the counseling office.
4. Shorten and structure assignments. Postpone and reschedule tests as needed.
5. Provide an opportunity for students to discuss the loss, stages of grief, sharing a loss, and what they have learned. Ask crisis team for support if needed.
6. If students are restless, get them active and focused on a project for the family (books, letters, pictures, ideas for memorial service).
7. Encourage support network in school (peer helpers, club members). Acknowledge emotions through discussion and involvement in constructive activities in the classroom.

8. Discuss the funeral to prepare students who plan to attend. Answer questions.
9. Rearrange seating in class.

Comments: Faculty members, typically more comfortable with knowing objectives and having lesson plans, should be provided structure to deal with the crisis. If they know the expectations, most often they can function effectively. While providing structure, faculty members should be allowed the freedom to operate as individuals.

In working with students daily, faculty members may see significant changes in behavior and can be excellent referral agents to school counselors and other mental health professionals. The faculty will need specific notice of where referrals will be received and where group sessions will be held.

Many students have never attended a funeral or memorial service, so fear of the unknown may be an key issue. Providing information regarding the different cultural and religious rituals of the service may calm students' fears.

Responding to the Media

1. Identify a spokesperson to remain in a specified area for easy access. Develop a written statement or news release in cooperation with the superintendent's office.
2. Set limits for the media regarding time and location. Provide handouts of planned school activities. Emphasize the positive action being taken.
3. Divert telephone calls of concern and questions to appropriate staff.
4. Provide a meeting for concerned parents and others to provide input or suggestions to help students. Request a speaker from a recognized local community health organization.

Comments: An effective network of communication is an integral part of the plan. Designating a previously identified person to meet with media in a predetermined place should be part of the chain of command. Again, it is crucial to communicate information in a timely fashion while ensuring scrupulous accuracy. Getting information right the first time is a responsibility of the team.

Memorial Services/Special Activities

1. Involve staff and students.
2. Plan assemblies, plaques, tree planting, scholarships, letters to family (provide box in front office), album to parents or family, yearbook dedication.
3. Discourage parental/family participation in assemblies (other than as guests) until a later date.
4. Provide an area for staff and students who are uncomfortable attending special activities.

Comments: At this point, the crisis team's designee might want to communicate the parents' wishes to the students, faculty, and parents. Provide current information concerning the time, date, and place for specific services.

PART II—SCHOOL COUNSELOR/MENTAL HEALTH COMPONENT OF THE CRISIS INTERVENTION PLAN

Crisis incidents stimulate feelings of fear, helplessness, loss, and shock. Young people who cannot learn or perform their daily activities while faced with these concerns may experience physical, emotional, and behavioral symptoms. Crisis intervention is not therapy; it is for well people experiencing a crisis. Emphasis is on mitigating the impact of the critical incident and accelerating the return to normal functioning. This plan moves clients from the cognitive to the affective and then returns them to the cognitive. This is a safe practice for returning persons to the function of daily living.

The leader of the intervention must have mental health training. The process used by the trained mental health professional is a structured, consistent, safe vehicle to normalize reactions. It is important to assure the participants that the mental health professional is in charge and will control the situation. Conveying that message is tremendously powerful in helping to reduce anxiety and confusion. Do not be misled by this seemingly simple model. The directive approach in this process is often most difficult to apply.

To adhere to the theory of this process, the leaders must:

- complete each step in sequence.

- act as leader, not facilitator,
- be directive,
- use intervention process as an assessment tool, and
- use facilitating skills.

Setting the Stage

The six-step process begins with the cognitive (thinking) domain, moves to the affective (feeling) domain, and ends with a return to the cognitive (thinking) level. Since it is necessary to follow all six steps, it is suggested that the leaders list them on a card to use as a guide and reference (see Appendix C).

Arrange chairs in a circle and have at least one box of tissues available. Complete the process regardless of length of time it takes. Flexibility in group size is important; 15–20 students is good. However, given the magnitude of certain crises, that may be a luxury.

The Six-Step Process

I. Introductory Phase
II. Fact Phase
III. Feeling Phase
IV. Symptom Phase
V. Teaching Phase
VI. Summary Phase

I. Introductory Phase

Task: To create an environment of safety.
Process:
A. Introduce yourself and the coleader; clarify roles.
B. Establish Rules.
  1. Participation is voluntary.
  2. Everyone has an opportunity to talk.
  3. Participants may pass. Anyone passing will have an opportunity to talk after others have spoken.
  4. Confidentiality is a requirement.
  5. All participants must commit to staying until the process is completed, regardless of length of time; take care of any personal needs—i.e. bathroom break—before the group begins.
  6. Everyone's participation is valued equally.

Comments: The role of the leader is to model the directive format and to express the expectations of the group. Explain the need to remain for the entire session because it is a process and the value lies in completing the process.

II. Fact Phase

Task: To establish an experience of competence.
Process:

A. Individuals introduce themselves and share facts about the incident, including:
   1. where they were when they heard about the incident, and
   2. what they know about the incident;
B. Focus on discussing the facts regarding the incident.
C. Leader goes around the circle, providing an opportunity for each participant to speak.

Comments: The role of the leader during this phase is to stick to the facts, recreating and reframing the experience and correcting misinformation. The participants may begin to move to the feeling level; allow for some limited spontaneity. The leader must remain with the process, acknowledge the pain, and move participants back to the facts. The group needs to remain at the cognitive level during this phase. The leader may begin to see an increase in the rapid stress response among participants.

The difficulty with Phase II is that it is easy to move to the feeling level too quickly. Phase III is structured to encourage the participants to express feelings. The fact phase provides an excellent vehicle to dispel rumors. Remember to give all participants who passed the first time around an opportunity to talk.

The leader and participants will leave this phase with a clear picture of the incident and each member's involvement. If facts need to be updated, the mental health professional acknowledges these before moving to the feeling phase.

III. Feeling Phase

Task: To move from task to process orientation.
Process:

A. Leader asks feeling-oriented questions, such as
   1. What is the worst thing about this for you?

    2. How did you feel when it happened?
    3. How are you feeling now?
  B. Emotional responses are acknowledged, standardized, and normalized.
  C. Leader goes around the circle, providing an opportunity for each participant to speak.

Comments: During this phase, the role of the leader is to provide an opportunity for participants to discuss fears, anxieties, and concerns. The opening questions are critical. Now comfortable and ready to trust, the group moves from the cognitive to the affective domain. This is the phase where mental health training and clinical skills are most important. Allow for spontaneity of interpersonal support. The validation participants receive from knowing that others are experiencing similar feelings helps normalize group members' reactions. The leader needs to maintain control of the group and keep moving around the circle in a systematic manner. Again, remember to give participants who passed an opportunity to talk.

IV. Symptom Phase

Task: To normalize the experience and establish commonality.
Process:
  A. Leader raises questions, such as:
    1. How is this affecting you physically and emotionally?
    2. What unusual things did you experience at the time of the event?
    3. What unusual things are you experiencing now?
  B. Leader focuses on issues related to the impact of the event.
  C. Participants explore common symptoms.

Comments: The role of the leader is to discuss symptoms of stress the participants may be experiencing—e.g., loss of appetite, sleeplessness, flashbacks. In this feeling phase, certain symptoms may be mentioned often. This is a good lead-in opportunity for the leader to normalize stress responses. There is more spontaneity in Phase IV as the participants recognize symptoms in others that they are experiencing as well.

V. Teaching Phase

Task: To establish normalcy of stress responses and provide directions.

Process:

A. Leader educates the group regarding common stress responses.
B. Leader teaches about physiology of stress.
C. Leader presents strategies for alleviating stress response.

Comments: The role of the leader in Phase V is to teach about stress responses so that participants will view their reactions as normal. This task has already begun. The leader may provide handouts as well as instructions about relaxation techniques, proper diet, exercise, and humor as ways to manage stress. Identify available resources in the community that are available if symptoms persist.

VI. Summary Phase

Task: To acknowledge competence of group experience.

Process:

A. Leader emphasizes role of communication.
B. Leader encourages use of support systems.
C. Leader discusses/determines plan of action if appropriate:
    1. special school assemblies
    2. plaques, memorials
    3. planting a tree
    4. scholarship fund
    5. commemorative activities.

Comments: The role of the leader is to bring the intervention to a close, answering any questions, thanking the group members for participating, and acknowledging their hard work. Each participant is encouraged to develop a personal plan of action. As part of this plan, each will understand the importance of having a person to talk to, if needed.

POSTINTERVENTION ACTIVITIES

After the intervention session, the counselor/mental health professional needs to be available to answer any final questions and to be prepared to do a follow-up for any students about whom there is concern. This is also the time when the counselor/leader needs to take care of him or herself, talk with a coleader about the process, make observations, and plan potential follow-up. This is as necessary for the leader as the intervention is for the students and faculty.

EVALUATION

Assessing, referring, and follow-up, as practiced by professional school counselors, are interwoven throughout the total plan. The model is structured so that its effectiveness is in the ongoing support from all school personnel. Assessment begins when students are identified as needing support. During the initial intervention, students' levels of response are evaluated. In the teaching phase, the students are given expectations of responses and information on how to seek additional help. The school counselors will follow up with students within three days and again in three weeks. The crisis team has trained members in each building to provide continuing support and assessment of students. Attendance and grades are areas to consider when determining those students still in need of assistance.

This plan has been in place in the Charles County school system for five years. Last year, at one of our high schools, a very popular, highly involved senior was killed in a single-car accident. After receiving appropriate interventions, the students accepted the death, adjusted to the loss, and memorialized the student appropriately at graduation.

INTERNATIONAL IMPACT

Charles County's crisis intervention plan has proven to be effective for grades K–12 and in different cultures and countries. The county's model has been implemented successfully in Kuwait. The Maryland-Kuwait International Task Force trained school personnel in war-ravaged Kuwait in this plan to help children cope with the aftermath of the 1991 Gulf War. The training team consisted of a supervisor of guidance, school counselor, social worker, clinical psychologist, and nurse. The team provided training for 650 educators, including principals, curriculum supervisors, psychologists, social workers, and school counselors. The training was so successful that the coordinators of the Kuwait Crisis Program have been provided a written agreement and budget for continued training and implementation of this model. The model currently is being used in all Kuwait school districts.

CONCLUSION

Mental health professionals learned from Vietnam and the returning veterans who experienced post-traumatic stress disorder that individuals either deal with stressful situations as they confront them or they will have to deal with them in a more dramatic way later. Schools always have responded to crisis in one way or another; there is no choice. However, the plan presented here enables school personnel to normalize grief reactions in students, faculty, and parents in a systematic way.

The goals of a successful crisis intervention plan are to empower people to learn about stress, assess their own reactions to it, and learn ways of coping with it (see Appendix D).

With the specific knowledge, skills, and experience school counselors have, it is natural that the school counselor become an educational leader for crisis intervention in the 21st century.

For the well-being of the school's student-customers, parents, employees, and the community at large, it is vital that a crisis plan be in place. The plan presented here is a systematic approach to dealing with crisis, and can become part of what a school can do to meet the needs of its customers under perhaps the most difficult circumstances of all. A list of resources is provided as Appendix E.

APPENDIX A
Background Information

During the 1985–86 school year, Charles County, Maryland, experienced a number of tragedies in its schools: students' deaths caused by car accidents, drownings, a suicide, and finally a bleacher collapse involving 87 students. Students, faculty, and parents were traumatized. The supervisor of guidance was desperate to find a way to help the individuals in the schools and throughout the school district who were showing signs of emotional stress. No comprehensive plan existed to meet the needs of the faculty and students in times of crisis. In the supervisor's search for support, she learned about the Maryland Critical Incident Stress Debriefing (MCISD) program.

MCISD was started in 1974 at the University of Maryland Shock Trauma Center in Baltimore, Maryland, when Dr. Jeffrey Mitchell and Marge Epperson-Sebour, ACSW, developed a process for dealing with emergency medical service workers, volunteer fire fighters, and police officers who had experienced a devastating event. The two goals of MCISD were to reduce the impact of distressing critical incidents on the personnel involved and to accelerate recovery from those events before harmful stress reactions could have a chance to damage performance as well as careers and families.

Through the leadership of the supervisor of guidance, a team of mental health professionals from Charles County, Maryland, including a school counselor, a state pupil services branch chief, and a clinical psychologist, was selected to be trained as members of the state MCISD team under the auspices of the Maryland Institute for Emergency Medical Services Systems (MIEMSS). The team members' previous training in counseling made the transition to the MCISD process a natural sequence.

This team took on a new leadership role and developed into a functioning mental health professional team trained to respond to external customers—i.e., fire, police, and rescue personnel. Meanwhile, with their knowledge of and background in working with children, team members were asked to respond to crises that involved children. Through these experiences with children, the team realized that this process, with revisions, could provide a structure for individual schools to meet the needs of students and faculty during times of crisis. The MCISD program was revised to become the core of the Charles County School System Crisis Intervention Model.

Two major developments occurred in the state simultaneously during this time period. At the same time that this group was exploring the MCISD process, the state of Maryland was addressing the issue of youth suicide; the number of suicides in the 10–14 age group doubled from 1980 to 1985. Suicide prevention requires concerted effort by the entire community: teachers, counselors, health care providers, the media, community leaders, parents, and youth. Community group concerns subsequently led to the Maryland House of Representatives taking legislative action to save lives. In 1986, the legislature passed House Bill 1221—The Youth Suicide Prevention Program. This action created the Governor's Task Force on Youth Suicide Prevention, including the Gubernatorial Task Force on Child, Teenage, and Young Adult Suicide and other associated mental health problems.

Second, the Maryland State Department of Education (MSDE) developed a framework for school programs in suicide prevention to develop and implement school-based prevention and pilot programs and to facilitate cooperative agency efforts to use community resources. One recommendation of the Governor's Task Force on Youth Suicide Prevention was to provide funding for local crisis intervention training and community education programs as recommended in House Bill 1221. Once funding was made available, each local education agency (LEA) was able to establish an advisory board to develop and monitor the programs. These pilot programs were included in the governor's budget the first year.

One LEA, Charles County, Maryland, developed a crisis intervention plan. A major component of Charles County's plan provided training for school-based teams to manage any crisis within their own setting. The training took place in two stages: one stage trained an administrative team and provided guidelines for the principal; the second stage trained the school counselors and other mental health professionals to assist teachers, identify students, and provide a process to ameliorate the effects of stress and grief.

PLEASE POST

Appendix B
When Tragedy Strikes Your School Is Ready!

When tragedy occurs, young people are often ill-prepared to cope with the emotional upheaval that follows. The Board of Education has developed a comprehensive plan to assist students, faculty, and administrators in dealing with various types of crises.

Programs are offered throughout this school system to address the needs of students, schools, and the system as a whole. Students are provided with trained school counselors at each of the county's schools.

Each school has developed an organized plan of action—a crisis intervention plan—to be used whenever tragedy occurs.

In addition, the Board of Education has developed comprehensive crisis guidelines and policies, training programs, community support, and a crisis response team in each school to ensure a coordinated and well-prepared support system in time of tragedy.

YOUR SCHOOL CRISIS TEAM MEMBERS ARE:

APPENDIX C
Crisis Intervention Plan
The Six-Step Process Reminder Card

I. INTRODUCTORY PHASE
   a. Go over basic rules.
   b. Session is confidential and voluntary.

II. FACT PHASE
   a. What do you know about the incident?
   b. Focus on facts.

III. FEELING PHASE
   a. What is the worst part for you?
   b. What are you experiencing now?

IV. SYMPTOM PHASE
   a. How is this affecting you?
   b. Explore common symptoms.

V. TEACHING PHASE
   a. Teach about common stress responses.
   b. Present strategies for alleviating stress.

VI. SUMMARY PHASE
   a. Wrap up loose ends.
   b. Answer any questions; explore possible action plans, if needed.

APPENDIX D
Some Things You Can Do to Manage Your Own Stress

1. Do some vigorous exercise—play as hard as you work.
2. Eat balanced meals—the "good stuff" is good for you.
3. Keep your daily routine—participating in regular activities provides structure.
4. Talk about what happened.
5. Talk about what you are feeling with a family member or friend; that's what friends are for.
6. Laugh—it's good for the soul.
7. Relax—get some rest, even if you don't sleep.
8. Don't fight going to sleep; it will come when you are ready.
9. Dreams and nightmares happen; talking will help them go away.
10. Don't "Monday morning quarterback." You did your job; don't second guess.
11. Avoid alcohol and drugs.

AND REMEMBER

- You can afford to be good to yourself.
- Today is what you have—make it count.
- Get a hug.
- Don't sweat the small stuff. It's almost all small stuff.

APPENDIX E
Resources

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9. School-Based Assistance Teams

Leslie S. Kaplan

INTRODUCTION

School counselors are concerned with helping all students succeed in school. Often the educational, social, personal, and family issues that affect students' school success can be handled through direct school counseling services:

- individual and small-group counseling,
- parent consultation, or
- referrals to community resources.

However, not all issues affecting students' school success can be addressed effectively by the school counselor, either alone or through referral. Many school difficulties require expertise and input from a range of professionals and resource personnel as well as parents.

Federal laws concerning education of individuals with disabilities (PL 101-146, which replaces PL 94-146), Section 504 of the 1973 Rehabilitation Act, and various state regulations point toward schools using program and instructional modifications to meet special learning needs in classrooms. The classroom is the least restrictive environment in the eyes of these laws. As a result, the regular classroom is the first place educators look to improve a child's learning environment.

Increasingly, the professional literature points to a team approach to helping students succeed in the regular classroom (Zins, Curtis, Graden, & Pont, 1988). The American Counseling Association and others (1990) worked with school counselors, school social workers, and school psychologists to write a position statement supporting the team approach to providing effective pupil services. Collaborative problem solving by productive teams often leads to more and better alternatives, greater ownership of strategies, and improved use of time over the traditional "sequential" educational strategies of individual trial and error followed by referral to the "expert."

Becoming involved with instructional and student mental health factors, school counselors deal with the entire school program and with all of its in-house and community resources. In addition, school counselors have the leadership skills to facilitate this team approach to problem solving. A recent study of school-based assistance team (SBAT) members noted that school counselors were perceived as giving the highest degree of SBAT cooperation of any professional group (Doebler & Baker, 1992).

Professionally trained to facilitate small-group problem solving, with a perspective on all school instructional and cocurricular programs, school counselors are a natural choice for team leaders who can help all students become effective, independent learners.

WHAT IS THE PURPOSE AND RATIONALE OF SCHOOL-BASED ASSISTANCE TEAMS?

School-based assistance teams (SBATs) are small groups of educators who work together to identify and address the needs of regular education students who are not performing well in school. Through team problem identification, systematic data gathering, and collaborative problem solving, educators develop, implement, and evaluate individual student assistance plans. These plans assist educators to meet the instructional needs of "at-risk" students.

In addition, SBATs deal with a wide range of students having difficulty succeeding in school. Some difficulties are instructional; others are personal; all interfere with students' ability to learn in school. Underachieving students often have learning needs that cannot be met in the regular classroom and they stymie teachers' varied attempts to help them learn.

Likewise, whether determined to be eligible or ineligible for special education services, children still have classroom and learning needs that must be met promptly and effectively. These needs increasingly are expected to be remedied in the regular education classroom. It is important to note that all educational issues are appropriate for referral to SBATs.

How Does the SBAT Work?

As SBAT leader, the counselor first must determine the school-based assistance team's primary function in that school:

- Who are the target students to be served?
- Which students currently are served with the school's resources?
- Which students are overlooked?
- Will the school serve students whose personal and social needs interfere with their academic achievement?
- Will the focus be solely instructional?
- Will curricular changes be possible?
- Will classroom behavior management strategies be included in assistance plans?
- Do the teachers need moral support in addition to instructional alternatives?
- What assessment means will be used to evaluate the effectiveness of the SBAT design chosen, and how will it be used?

Each school is unique, and SBATs have options when deciding how to structure themselves:

- The school counselor can lead a small study group to assess the best ways to help the school help its students succeed.
- The counselor can help identify and obtain resources to help the team better understand the educational needs of at-risk students, learn about the types of school-based assistance teams, and build strategies needed to make these teams effective.
- A one-year time frame is realistic to learn the school's particular needs and to design an appropriate SBAT to meet them.

Keeping the school counselor's SBAT role in focus is important for the team's effectiveness. The school counselor can be one or more of the following: team leader, group process facilitator, instructional and mental health resource, data interpreter, direct service provider to students (and occasionally to parents) needing counseling services. However, the school counselor's role is not one of record manager or paperwork coordinator. Such clerical duties do not allow the best use of the school counselor's professional expertise. Important paperwork tasks, including the following, should be assigned to a motivated paraprofessional, administrative assistant, or secretary:

- records management tasks, such as confirming meeting dates with participants;
- gathering necessary documentation; and
- preparing and distributing meeting minutes and student assistant plans.

Types of School-Based Assistance Teams

In the middle school, grade-level interdisciplinary teams may serve as SBATs. Middle school teachers typically meet daily in small groups to identify and address the special instructional and learning needs of the approximately 100 students for whom they are responsible. In this interdisciplinary model, the school counselor serves as a resource person and is invited to participate in problem identification and problem-solving activities.

In another model, teacher assistance teams (TAT) (Chalfant & VanDusen Pysh, 1989; Chalfant, VanDusen Pysh, & Moultrie, 1979) consist of a few teachers who work collaboratively to develop alternative programs or instructional strategies for "at-risk" students. Participating teachers represent different grade levels and usually include a consistent membership made up of the school counselor, the referring teacher, and resource persons. After the student's educational difficulties have been described, this model calls for teachers to brainstorm instructional or behavioral interventions for the referring teacher to try. The referring teacher selects the strategy with which he or she feels most comfortable and a way to assess progress, and tries it for several weeks. At a designated review date, perhaps two weeks later, the teacher returns to the team to share data about the intervention's impact on student learning and achievement. The team listens and helps the referring teacher decide whether to continue successful interventions, attempt other strategies, or consider other approaches beyond the classroom.

In yet another model, a SBAT may be a student assistance team (SAT) (Young, 1988) that brings a school-based team together. The SAT identifies and designs interventions to meet students' affective and behavioral needs that put them at-risk for academic difficulties. The student assistance team includes such members as the school counselor, referring teacher, two regular member teachers, the school nurse, school administrator, school psychologist, and central office representative. Often, SATs concentrate on a student's involvement with drugs or alcohol. A community mental health or substance abuse specialist also may serve as needed. Parents and students should be invited to participate in these team meetings.

SBATs actively seek to improve the instructional climate and learning activities for students in the regular education classroom. They may begin by offering Level I interventions (instructional/resource strategies). If Level I strategies have been tried and are unsuccessful (based on data gathered and analyzed), the SBAT can move to a Level II intervention by referring the student/situation to a child study or prereferral committee (Kaplan, Doerries, Knowlton, Pennell, & Council, 1992; Pugash & Johnson, 1988, 1989), a step that eventually might lead to a more formal and intensive educational, psychological, and social assessment of the student's educational needs.

Regardless of the specific direction the SBAT takes, certain constants remain:

- SBATs usually are composed of classroom teachers from regular (not special) education, the school counselor, an administrator, and other specialists.
- Resource persons, including parents, are invited as needed.
- The team has a regular core of members that attend all meetings and a rotating membership of regular educators and resource persons that changes according to the needs of a given student.

School counselors are essential core team members. They serve as referral agents, referral receivers, team members, and consultants. School counselors frequently chair SBATs because their understanding of the entire educational program, their effective communications skills, and their experience with group process and problem solving qualify them for leadership. Again, the SBAT chair, whether a counselor or not, requires administrative and secretarial support.

Other Initial Considerations

The SBAT's initial steps include setting practical working guidelines:

- deciding and designing the SBAT model to use;
- identifying core team members and rotating members;
- specifying the roles and responsibilities of members;
- deciding the frequency of meetings (weekly, biweekly, or monthly);
- scheduling a time for regular meetings; and
- negotiating release time with the school administration in exchange for serving on the teams.

In addition, planning for professional staff development is critical in preparing the school to use the SBAT process and resources effectively. Teachers will be working collaboratively rather than in isolation as they help at-risk children succeed. They will have to accept the idea and practice of making their own classroom modifications to assist students rather than refer unsuccessful students out for "the experts to fix." Planning for staff development should address the information and skills the SBAT core team and their faculty will need to make appropriate referrals; to participate in the collaborative problem-solving process; to try new instructional or behavioral strategies with their at-risk students. Helping educators deal with the change process itself also becomes an essential focus for initial and ongoing staff development. The counselor is a primary facilitator of the change process in the school. The counselor and the planning group can make decisions about content, resources, time lines, and assessment procedures to include in professional development. The SBAT then can begin putting these plans into action months before the team receives its first referral. Appendix A shows a sample request for assistance form.

MAKING SBAT MEETINGS WORK

SBAT Process Overview

Staff and students are served best when SBAT meetings are efficient and effective. With so many at-risk students and time available for team problem solving so limited, the team should be able to identify and address a student concern in 30 minutes or less. The planning team must design a process to define the problem quickly and accurately and to generate intervention strategies. The team can select a model process and help all parties learn to use it. Experience using the model and regular feedback about student and teacher outcomes will suggest revisions to improve the meeting process itself.

Students come to the SBAT's attention through a referral process. Typically, one or two teachers have the most experience with any identified student. After the team receives the referral, a data-gathering meeting with these teachers and the counselor can help clarify the student's learning obstacles and pinpoint the general intervention focus. This meeting helps to give priority order to the student's learning obstacles in the areas of behavior, instruction, curriculum, and/or personal/social/familial concerns. During this meeting the counselor and the referring teacher review the student's personal and family histories and student performance data, relate key student incidents and anecdotes, and express their frustrations and concerns. The counselor clarifies the referring teacher's (or teachers') input as the teacher provides details and works with the counselor to make sense of all relevant data. Then, when the SBAT meets, the counselor can summarize the student's essential learning obstacles, and move quickly to group problem solving.

The term "problem solving" is sometimes unfortunately misunderstood because it may limit the team's focus to remedial activities. Such a perception might prevent good teachers from seeking the team's input for fear of being viewed as a professional who could not solve classroom and student problems. In fact, student enrichment is also a valid SBAT concern. Requests for assistance do not always mean someone has a problem.

The SBAT team meets with the referring teacher to establish intervention priorities and select strategies that target these priorities. The counselor helps the team assess the student's status, looking for patterns and relationships and considering students' strengths and weaknesses.

- Is this student performing up to his or her ability in all areas?
- In which classrooms does the student perform well and/or poorly?
- Does the student's performance reflect difficulties with the curriculum, the instruction, the classroom climate, or some other factor?

- Which teachers receive this student's best work?
- How do the student's social skills affect his or her learning?
- What family or community resources can become involved?

Next, the team sets priorities, focusing on the central concern. For example, the first concern may be behavior management, aiming to get the student's disruptive classroom behavior under control before the teacher attempts to remedy the student's educational needs.

- What actions are most likely to make a difference?
- Does the teacher want to use such strategies as daily behavior checklists, behavior contracts, gold stars on an index card for each period of acceptable student behavior, or removal of student incentives?
- What targets are manageable and within the school's or community resources' control?

Once the central concern is identified, the team defines clear, specific goals and outcomes. The counselor helps the team pinpoint workable strategies and set realistic, measurable outcomes. The team also labels steps in the student's movement toward the desired outcome to help reinforce the student's (and teacher's) success.

Finally, the person responsible for implementing the plan selects the strategy to try. Participating in the process and selecting the means to achieve success empowers the teacher to follow through. A later team meeting will assess the strategy's effectiveness. At that time the teacher will present the data on results of the strategy's effectiveness. If the student's behavior or achievement does not improve, the teacher selects another agreed-upon strategy generated during the first SBAT meeting and tries it with the student.

Parents are invited to participate in the SBAT meetings. Their perspective and investment are critical to help identify and enact workable strategies. The team ideally should design strategies for the parents to use at home.

Specific Team Meeting Procedures

Designing specific meeting procedures keeps the 30-minute time frame a reality (Laycock, Walther-Thomas, & Korinek, 1992). The following process may be used with any school-based assistance team.

During the first five minutes, the school counselor:

- opens the meeting;
- introduces participants by name and position;
- checks that all required persons are present;
- reminds all to make remarks supportive, to the point, and succinct;
- ensures that the recorder begins note taking;
- states the meeting's purpose and presents the major concerns;
- explains why the teacher requested the meeting;
- summarizes the student's strengths and weaknesses; and
- gives the teacher an opportunity to add more information, clarify, react, or state expectations.

For the next three minutes, the counselor:

- facilitates the team as the members discuss and reach consensus on the most important target for intervention; and
- helps the team establish priorities and goals.

Brainstorming possible interventions occurs during the next 10 minutes. The counselor:

- ensures that the recorder notes all ideas proposed;
- encourages diverse responses, building upon others' ideas, and generating as many ideas as possible within the time allotted;
- ensures that no suggestions are judged good or bad; and
- reminds the team to avoid critical or discouraging comments.

The referring teacher can take the next two minutes to:

- evaluate the brainstormed interventions;
- ask for clarification from the team; or
- select one or more interventions to try out in the classroom.

For the next five minutes the counselor leads a discussion to plan how the intervention will be:

- carried out,
- evaluated, and
- documented.

The last five minutes include setting a date for a follow-up meeting, two to six weeks from the date of the meeting.

Using such a problem-solving structure, the team may follow its guidelines or adapt the activities and time lines to fit its unique situation better. See Appendix B for a summary of the above process.

Understanding Group Process in SBATs

The team process takes place in a small-group setting. Characteristics of groups include:

- All group behaviors serve a purpose.
- Group task behaviors focus on solving problems and achieving successful outcomes.
- Group maintenance behavior deals with people communicating in a supportive climate as they work toward the common good.
- Other group behaviors are self-oriented, directed not toward achieving a successful outcome nor toward creating a supporting working climate (Benne & Sheats, 1984).

School counselors have the professional education, experience, and leadership skills to facilitate group process effectively. From a rich background of working with student and adult groups, counselors can initiate group actions, elicit ideas and opinions from group members, ask for clarification and elaboration to explore members' ideas fully, and summarize periodically to help the group gain perspective on where it is and where the members yet have to go. Counselors recognize when to lead a discussion to consensus testing and decision making. They provide reality testing and orienting behaviors when group discussion strays too far from the task at hand.

School counselors also have the group maintenance skills to help direct the conversation flow, encouraging all to participate. Counselors can help individuals with differing viewpoints find their common goals or means without masking important underlying issues. Counselors deal concretely with the "here and now" and can stop a group when "something feels wrong." Counselors also help group members reflect on their own behavior and decide how they can get back on track by periodically reviewing how the group process operates. Counselors, too, recognize the value of humor in reducing group tension and sense when negative humor is preventing the group from working efficiently or tackling truly difficult issues.

In a similar fashion, counselors recognize the normal stages of group development (Napier & Gershenfeld, 1973; Tuckman, 1965), and can help groups function effectively within these stages.

Group members tend to behave differently in the early stages of a working group from the way they do in the middle or later stages. For example, early stage members tend to be on their "best behavior," gently testing the group climate, participating hesitantly until they learn the "rules." Especially in SBATs composed of members with different professional skills and orientations who are not used to working closely with each other, members can feel inadequate, watchful, and tentative. They tend to keep their personal feelings about other group members and the way the group is working hidden to keep the group facade pleasant and professional. However, if the SBAT members' basic social-emotional needs are not addressed in the group by the counselor's active maintenance behavior, members are likely to create interpersonal conflicts around the tasks at hand. The task of designing an intervention for the at-risk student then may become an outlet for personal issues not related to the student at all.

Likewise, small groups such as SBATs move through other stages, which include conflict, an inhibiting harmony, some openness, and reassessment of group roles and processes. Often group members will decide how honest they can really be in the group and what type of relationships they will have with other members. With the counselor's help, an effective SBAT eventually will decide how to deal legitimately and constructively with ideas and feelings that might produce conflict or force the group to consider alternate approaches.

By understanding normal group process, the counselor can help the group accept and constructively use conflict that emerges in all groups in some form or another. Counselors recognize that helping SBAT members to express their "negative" feelings constructively in the group is a positive, growth-producing event that will make the group more effective as the members become more honest in sharing their views. Eventually leadership, personal responsibility, and accountability are shared throughout the group if the group successfully negotiates this developmental process.

In an ongoing manner, counselors help small groups confront the issues that tend to weaken the group's effectiveness and set a norm of positive and constructive problem solving. The desired result is a dynamic, flexible, productive working group that helps students succeed in school. Appendix C contains a rating scheme for self-assessment by the SBAT members.

WHAT ARE THE PROGRAM'S OUTCOMES?

School-based assistance teams have varied means of assessing their overall effectiveness. They can assess both student outcomes and the SBAT's functioning. Designing assessment procedures is one of the initial SBAT tasks when intervention strategies are identified.

When considering student outcomes, the SBAT needs to gather data, such as:

- the number of referrals it accepted;
- the number of referrals refused or referred directly to a community resource;
- the kinds of student issues the group believes it can address successfully; and
- whether issues referred directly outside the school suggest areas for counselor and teacher professional development or are truly issues beyond the mission or expertise of school professionals.

Answering these questions helps assess SBAT professional skills and identifies areas for growth.

Assessing student outcomes looks at how well the student succeeds in school as a result of the SBAT involvement. Collecting objective baseline data on student performance at the time of referral is important as a means to gauge later progress or lack of it. Collecting follow-up data and monitoring the effects of the SBAT interventions are also critical steps in the SBAT process. Questions to address should include:

- Does the student's attendance improve?
- Do the student's grades improve?

- Is there a decrease in the student's referrals for discipline problems?
- Have standardized test scores increased?
- Are the student's interpersonal skills more age-appropriate?
- Do teacher and student surveys indicate the student has improved attitude, behavior, and achievement in classroom work?
- Do parents notice any improvements in attitude, behavior, or achievement at home?
- Have identified health problems been remedied or controlled?
- Are improvements still evident after three months? After six months? After one year?

Whatever the initial targets, ongoing objective and anecdotal data collection helps to:

- assess the effectiveness of SBAT strategies;
- provide evidence for revised or continued interventions; and
- offer concrete accountability for SBAT efforts.

SBAT assessment also includes looking at SBAT team functioning itself. As Deming (1986) noted, products/outputs do not improve unless you improve the work processes themselves. Pencil-and-paper surveys and retreats or "time outs" for members to reflect on their own group behavior can provide needed information to assess SBAT processes.

- Are the meetings effective and efficient?
- Can the problem identification and planning occur in the allotted time (30 minutes per student)?
- Are roles, responsibilities, accountability measures, and time lines defined clearly and followed?
- Do members treat each other with respect, parity, honesty, and appreciation of different areas of expertise and opinions?
- Do members handle conflict with open expression of ideas and respect for individual differences?

If the answer to any of these questions is no, the SBAT needs to take time to analyze possible causes and design ways to address them.

Additional questions involve administrative support for SBAT functioning.

- Does the school provide adequate clerical assistance and resources to support team efforts?
- Does the school grant release time or some other means to permit SBAT members to meet their team obligations without sacrificing other professional obligations?
- Does the school or school division provide professional development opportunities to increase SBAT members' effectiveness in their tasks?

Negative answers to any of these questions suggest the need for educating school administrators about the value added to student achievement, documented clearly by the data collected by the SBAT. Administrators also need to consider (in light of the value added to meeting the student/teacher/parent customer's needs) SBAT requests for additional money, grants, and other resources to prevent professional burnout, resentment, or shutdown of SBAT efforts because members simply do not have the time to take on this additional role.

SUMMARY

School-based assistance teams offer a model for counselors and other professionals to help teachers help other teachers and students. Appendix D shows a matrix for choosing the focus of the SBAT and who should be involved with a given approach. Through the process of rethinking and restructuring the way educators help students who are not succeeding in school, SBATs help students gain competence and mastery.

Several key elements, consistent with total quality management principles, contribute to the SBAT's success. SBATs empower frontline professionals to identify and remedy student learning problems. This is a key element of a quality organization. SBATs combine intimacy with efficiency as educators work collaboratively in productive teams to help students. As part of school-based teams, teachers strengthen their own professional skills to work directly with students to better meet all students' learning needs. SBATs provide a structure and collaborative process for educators with varying perspectives and expertise to work together to identify and resolve issues interfering with their own students' classroom achievement. SBAT members are committed to the team process because each student's success is also the team's success. In addition, SBATs provide ongoing accountability using objective, measurable data to support decisions. Data-driven decisions are the norm, not the exception.

SBATs help satisfy the school's internal and external customers. Teachers (internal customers) learn to make more and better decisions about how to help their students become effective, independent learners. Students (external customers) find obstacles to their school success removed. They master classroom expectations and they gain competence and self-confidence born of genuine, meaningful achievement. Parents (external customers) are happy when they can join an educational team to help their child become an effective, independent learner. Achieving students are more likely to be happy, cooperative, self-confident, and contributing individuals at school and at home. Likewise, taxpayers (external customers) are satisfied with the efficient use of school and community resources, knowing that empowering their own educators to meet students' learning needs is an investment that will pay dividends in future adult worker competence and civic responsibility.

School counselors have an important leadership role to play in SBATs. Counselors can help teachers, school psychologists, and other resource persons collaborate to identify and solve student problems by designing innovative program or instructional modifications. The SBAT empowers all educators to better meet the needs of regular education students in school.

As active consultants, school counselors recognize the value of educators working together and accepting ownership for identifying and solving problems. Counselors have the leadership, communication, and small-group facilitation skills, as well as a unique view of the entire educational program, to initiate and coordinate such team endeavors. The professional skills, student advocacy focus, and facilitative abilities of the professional school counselor can lead this promising model of service delivery.

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APPENDIX A
School-Based Assistance Team Request for Assistance

Name of Student ______________________ Date __________

Age __________ Birthdate ______________________

Grade ______ Teacher ______________________

Room ______ School ______________________

1. Describe what you would like the student to be able to do that he/she does not currently do (behavioral description may be attached).

2. Describe what the student does (strengths) and what he/she does not do (weaknesses).

Strengths	Weaknesses

3. Describe what you have done to help the student effectively manage learning or behavior.
   a. Classroom practices:

   b. Proven strategies:
      1) Academic:
      2) Social:

4. Background information and/or previous test data:

5. Interviewer (premeeting) comments:

APPENDIX B

Conducting a 30-Minute Problem-Solving Meeting

Minutes 1–5: 1. Open meeting, introduce participants, verify attendance.

The team facilitator formally opens the session, welcomes the participants, introduces each person by name and position, and ensures all required members are present.

2. Select a recorder.

The team selects a recorder. The facilitator reminds other team members of their duties (review the student information; be supportive, succinct, and to the point; make recommendations).

3. Clarify the meeting's purpose.

The team facilitator states the meeting's purpose (to assist the referring teacher to design interventions for his/her classroom to meet the needs of student with learning or behavior problems).

4. Present major concerns.

The team facilitator begins the discussion:

- reviews reasons why the teacher requested the meeting;
- summarizes the student's strengths and weaknesses; and
- addresses additional information, concerns, and gives the teacher an opportunity to react, state expectations, and/or add information.

Minutes 6–8: 5. Establish intervention priorities and goals.

Teacher and team members reach a consensus on the most important target for intervention. Select concrete, possible, realistic targets that can be met in the school setting. Identify positive actions, don't only remove negative ones.

Minutes 9–19: 6. Brainstorm possible interventions.
Set a designated time. Record proposed interventions strategies (remedial, alternative, instructional, behavioral) on newsprint/chalkboard/other visual means. Encourage diverse responses and build on others' ideas. Generate as many ideas as possible; do not judge or comment at this point. Avoid "killer phrases" such as, It won't work. I've tried that. That's silly. Yes, but. I can't.

Minutes 20–21: 7. Select intervention strategies.
The referring teacher evaluates the brainstormed interventions and may seek clarification from the team. He/she then selects interventions.

Minutes 22–26: 8. Plan implementation and documentation.
The facilitator leads discussion to plan how the intervention will be implemented, evaluated, and documented. Plans steps for implementation, identify needed resources.

Minutes 27–30: 9. Follow-up.
Set date for follow-up meeting (recommend within two to six weeks; no longer than one grading period). Content, recommendations, and intervention plan are officially recorded, documented, and submitted for dissemination.

APPENDIX C

Date ________ Team ________________ Student ID# ________________

School-Based Assistance Team Self-Assessment

Circle the number that most nearly describes how you view the current functioning of the assistance team on the following dimensions. The letter(s) are abbreviations for the following responses:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

1. Members agree about team goals. SA A U D SD
2. Members understand team goals. SA A U D SD
3. All members participate actively. SA A U D SD
4. Task responsibility is shared. SA A U D SD
5. Communication is clear and jargon-free. SA A U D SD
6. Members actively use on-task behaviors (i.e., ask relevant questions, elaborate). SA A U D SD
7. Comments are focused and relevant. SA A U D SD
8. Student problems are identified clearly. SA A U D SD
9. The team defines a specific, measurable intervention goal. SA A U D SD
10. Brainstorming results in a wide range of intervention alternatives. SA A U D SD
11. Evaluation of alternatives waits until the list is completed. SA A U D SD
12. The team seeks everyone's ideas and opinions as input to decisions. SA A U D SD
13. The team selects specific strategies for intervention. SA A U D SD
14. The team effectively resolves conflicts and disagreements. SA A U D SD
15. The team develops a plan for measuring the success of selected interventions. SA A U D SD
16. I feel involved in the team. SA A U D SD

17. Team members always work closely together. SA A U D SD

18. I feel comfortable expressing my ideas and feelings with the team. SA A U D SD

19. Team members are accepting and open-minded. SA A U D SD

20. I feel I am an important part of the team. SA A U D SD

21. Team members respond to each other in a caring and understanding way. SA A U D SD

22. Team interaction helps task achievement. SA A U D SD

23. The team facilitator helps task achievement. SA A U D SD

24. Too little time is allotted for the team meeting. SA A U D SD

25. Too much time is allotted for the team meeting. SA A U D SD

Please write any comments you may have related to your SBAT experiences on the back of this page.

APPENDIX D
School-Based Assistance Teams Matrix

Persons In Attendance	Middle School Core	Student Assistance	Teacher Assistance
Classroom Teachers	yes	yes	yes
School Counselor	maybe	yes	maybe
Parent	maybe	maybe	no
School Psychologist	no	yes	no
Administrator	maybe	yes	maybe
Other resource persons	maybe	maybe	maybe
Main Focus			
Helping student	yes	yes	no
Helping teacher	yes	no	yes
Helping teacher help student	yes	no	yes

10. The Teacher-Advisor Program

Robert D. Myrick and Andrew K. Tobias

There are educators who like to remember the "good old days," when life was simpler and their work was much easier. Students seemed personally motivated and achieved more. They responded readily to authority and there were fewer discipline problems. Social issues were less complex and the imparting of knowledge, skills, and values to students was less demanding. At least it appeared that way. Nostalgia may have its value, but wishful thinking and reliance on traditional methods will not bring back the days of less complicated school systems; they will not erase the need to restructure school systems to meet contemporary educational and social challenges.

The transformation of school systems has become a national priority. Government and education officials at all levels are trying to identify ways to make teaching and support services relate more closely to the needs and interests of students and prepare them for the world of work. One viable approach appears to be total quality management (TQM).

TQM: NEW WORKING RELATIONSHIPS IN THE SCHOOLS

The concept of TQM, pioneered by W. Edwards Deming, was first introduced into the world of business management almost four decades ago. Now it is sweeping its way through education, just as it has through corporate factories, manufacturing industries, and health care organizations. In 1992, The National Alliance of Business launched a project that encouraged the application of TQM principles in the schools (Gray, Hobar, Gabrys, & Zimmerman, 1992).

The primary consideration in any quality management organization is the customer. TQM organizations are customer-driven. The challenge to any organization is to build close working relationships among its employees to meet customers' needs. Organizations stay in business by anticipating and meeting, or even exceeding, customer demands and future needs.

TQM is designed to change systems by building quality into work processes. There is always a strong focus on customer satisfaction, constant improvement in products, joint decision-making techniques, and empowerment of the individuals who work with customers. Many of these ideas that have been proven effective in business seem to mesh with site-based management and shared decision-making methods currently used in many school districts.

Although application of business principles to schools has limitations, school systems can learn from business by focusing on their customers. These are the students, their parents, and their future employers. Attending to their needs and interests must receive high priority. As one business management specialist said, "Customers are often forgotten by low-performing companies who have neglected to have face-to-face meetings with them about what their needs are. Don't send out a survey team. Don't hire a consulting firm. Don't do written surveys. Do it face-to-face, because then there is a clarity of understanding" (Hammond, 1992).

School-based management plans have been advocated as one step toward meeting student and teacher needs (Bonstingl, 1992). The fundamental principles of TQM can serve as the basis for building working relationships in a school. For example, school principals have been encouraged to help teachers make more decisions about staff selection, school curricula, teaching methods, and how job tasks are assigned. Shared decision making, however, needs to go beyond the teachers and staff. It also should involve students.

Students are in a unique position. They are both the customers of the school system and, at the same time, a part of the working and learning process in that system. That is, students are the beneficiaries of the established system and they also help create that system. They learn and help others learn. In this sense, they are *recipients* of the system, customers, and at the same time they are *providers*, as if they were associated suppliers in business since their interaction with teachers, peers, and others influences the learning and working process in the school.

A common focus in most TQM business organizations is the customer-supplier working relationship, made up of all who are linked by a particular process in the system. In business this might link the suppliers of the raw materials with workers on an assembly line and, then, customers who receive the products that are produced. This is also true for the schools; however, the relationships are more complex. In schools anyone who is part of the educational process is considered part of the system, as each person in the learning process ultimately delivers instruction to the customer (the student).

TQM is more than flowcharts supported by statistical reports. It is a philosophy and a way of perceiving working relationships. All outputs of the school are a result of work processes (see Chapter 11). Teachers, for example, need to examine classroom assignments and tasks that they want students to do. Engaging students in the learning process becomes the first priority. Students should become more involved in planning and participating in their learning experiences, organizing and leading learning activities, and monitoring and evaluating their individual progress. Putting theory into action requires that all those affected by the system play an active role in designing it and making it run efficiently.

In business terms, administrators, teachers, counselors, and other support personnel are viewed as front-line managers; the system depends on their performance if there is to be a quality product. Quality management programs empower employees to take more control and to be more responsible for their work-related tasks and challenges. Likewise, since students are part of the learning process, they too should be empowered and encouraged to take more responsibility to judge their work against quality standards. Being responsible for and doing quality work is self-reinforcing and energizing.

It is ironic that where business companies have failed in their efforts to implement TQM there is almost always a lack of trust between the company officials and employees. These companies assume that employees cannot make good decisions. This is also the case in some schools, where administrators blindly follow tradition and outdated procedures, and make all important decisions. Likewise, these same attitudes are reflected in schools where educators are skeptical about students' roles in critical thinking and decision making. After all, tradition calls for lecturing about facts and then testing for factual recall of information.

TQM: MORE CRITICAL THINKING AND BETTER DECISION MAKING

Those who advance the cause of total quality management are interested in teaching critical thinking and decision making. Almost all teachers believe that they teach critical thinking and decision-making skills in their regular classes. The curriculum objectives in almost every academic area include them. Without critical thinking and decision-making skills, the education process is left to mere memorization and recitation of facts. School counselors and other support services providers also claim that many of their program objectives focus on helping students to learn and apply responsible decision-making and problem-solving skills.

These basic skills are found in textbooks and their sequential steps are usually listed. The concepts can be integrated into any academic unit and teachers frequently lecture on their merits and provide notable examples. However, there is rarely enough time to put theory into practice or allow students to apply their knowledge in practical settings and situations.

A unique opportunity to incorporate many of the elements of TQM and its best strategies is the Teacher-Advisor Program (TAP). Under the auspices of TAP, educators meet with students to talk about mutual interests and concerns. It provides a time when critical thinking and responsible decision making can be applied and practiced. It is also a place where working relationships between staff and students can be improved and where the learning environment in a school can be enhanced. TAP is a perfect situation for applying TQM.

THE TEACHER-ADVISOR PROGRAM (TAP): TQM THEORY INTO PRACTICE

The Teacher-Advisor Program (TAP) enables teachers to meet with student advisees on a regular basis. Teachers are assigned as advisors for a group of about 18 to 25 students. In elementary schools, the students in a self-contained class are viewed as the teacher's advisees. At that level TAP typically is described as classroom guidance. In secondary schools, advisees meet with their teacher-advisors during a scheduled period of the day or week. Sometimes TAP groups are referred to as "home base," although they may be called by a different acronym that reflects the nature of the program (e.g., Prime Time, Quality Time, Our Time, or perhaps a name related to the school's logo or motto) (Myrick, Highland, & Highland, 1986).

The most effective TAP groups meet every day of the school week. Times may vary, but sessions last about 25 to 30 minutes each, perhaps the first period in the morning. Any period that is shorter than 20 minutes tends to limit the experience and precludes the use of many structured learning activities. It also restricts student participation. If TAP groups do not meet every day, they should meet regularly enough so that there is time to develop group cohesiveness, trust, and respect, and to talk openly about developmental problems, needs, and interests (Myrick & Myrick, 1990).

TAP also is based on the assumption that each student needs a friendly adult in school who knows and cares about him or her in a personal way. This means taking time to hear what the student is thinking and feeling, to provide group activities and experiences, and to develop a friendly working relationship that encourages personal and academic improvement. Both teachers and students will benefit from a group in which they interact with one another and discuss their common concerns and issues. TAP provides a format where critical thinking, decision making, and problem solving can be practiced and put into action.

The concept of TAP was first introduced in the mid-1960s and associated with "affective education." It was a time when clarifying values and developing positive self-concepts were emphasized. Many educators lacked an understanding of developmental school counseling programs at that time, and most had never heard of TQM. Skepticism grew about TAP's place in the schools. Not all teachers were comfortable with TAP and many complained that it demanded extra preparation, as if they were totally responsible for the content of the TAP sessions. The most successful teacher-advisors, however, gave more responsibilities to students, presented activities jointly with students, and focused on teaming and cooperative learning procedures (Myrick, 1987). The best TAP advisors may not have known it, but they were in actuality TQM advocates.

When a TAP group meets every day during the school week, it is common to schedule two days for group activities where students learn more about communication skills, group interaction, teaming, critical thinking, decision making, problem solving, time management, and self-assessment. A list of possible TAP units is included as Appendix A. From this representative list of topics and objectives, it is easy to see that TAP is allied closely to many of the same principles on which TQM organizations are founded.

Teachers and students have many occasions to put TQM principles and strategies into practice through a TAP program. During TAP, teachers and students can build helping relationships and form a support group. Everyone gives input on issues that affect them. There is mutual sharing of ideas, where teachers *and* students look at the school (the system) and think of ways to improve it. Responsibilities and roles are clarified, and students are empowered to be part of the educational process as teachers focus on being caring and sensitive facilitators. On different occasions, particular problems may be discussed and explored in detail, perhaps giving attention to the collection of relevant data, analysis, and recommendations. Alternatives are considered and attention is given to responsible decision making and problem solving.

During TAP, it is also possible to assess personal and group progress. The school's learning environment, teacher-student relationships, and the system's desired outcomes also can be evaluated. Goals and objectives can be defined with greater clarity and extra care can be given to use of limited resources and setting priorities. As working relationships improve among teachers and students, mutual support and trust builds, and respect for self and others increases. There are more opportunities for honest feedback, an open exchange of ideas, a chance to try new ideas and evaluate them.

Although an open examination of difficult issues can create anxiety and frustration, it also can help prevent some problems from festering and, perhaps, slowly sabotaging the system. For instance, multicultural issues can be viewed as a source of disruption or as an opportunity to appreciate and value diversity. No matter the issue, however, the success of most TAP groups rests in the role and skill of the teacher-advisor, who must be sincerely interested in facilitating TAP group members and being part of the learning process.

THE ROLE OF THE TEACHER IN TAP AND TQM

Although a few teachers may resist the idea of being an advisor to students and taking part in this kind of program, research shows that effective teachers have many of the same qualities that one would expect in a human relations facilitator, counselor, or personal helper. Among these characteristics are the willingness and ability to:

- See the student's point of view.
- Personalize the educational experience.
- Facilitate a class discussion where students listen and share ideas.
- Develop a helping relationship with students and parents.
- Organize personal learning experiences.
- Be flexible.
- Be open to trying new ideas.
- Model interpersonal and communication skills.
- Foster a positive learning environment.

These same characteristics are also valued qualities in TQM leaders and facilitators. However, too many times teachers feel pressured and trapped into presenting their own curriculum and they take too little time to follow the lead of students, especially in academic classes where teacher expectations and student outcomes are tied specifically to achievement tests. In academic classes, content frequently dominates process.

During TAP, teachers are viewed as part of the school's developmental guidance and counseling *team*. In general, the advisor is responsible for an advisee's cumulative folder, work folders, teacher-student conferences, parent conferences, integrated learning unit activities (see Chapter 7), and follow-up on academic progress reports. Advisors consult with other teachers, school counselors, and support personnel about their advisees. Advisors are responsible for the curriculum during advisory times, but they must also be flexible enough to seize on timely moments and opportunities to explore current and pertinent issues and concerns among students.

In one case, students in an advisory group were unhappy with the way in which a school rule was enforced. An administrative decision had been made that no student talking would be allowed during lunch in the cafeteria. The crowded conditions caused too much noise and confusion. In response to the "edict," students grumbled and complained among themselves and talked about "living in a concentration camp." Teachers also disliked monitoring the cafeteria, which they described as "guard duty."

In this case, the students and their TAP advisor decided to take part in an activity that focused on the problem. They brainstormed two lists, one each of the advantages and disadvantages of the "silence rule." Each suggestion was accepted and clarified by the students' advisors. There were no attempts to judge or criticize anyone's contribution as each person's idea was listed. After the lists were completed, students were asked to reach consensus and rank order the top three items on each of the two lists.

The group was then asked what might be done. They might change the rule or have it modified in some way. Students worked in small groups during TAP period, brainstorming possibilities and discussing possible choices and consequences. The contributions of each small group were read aloud to the total group and a composite list was developed. Items were again rank ordered and discussed. Because the group planned to take its case to the principal and other administrators, students discussed the kind of resistance they might receive and what they could say and do. They tried to visualize how compromise might be reached and what their next best steps should be. A representative group of students next made an appointment with the building principal who listened attentively to their ideas and suggestions. This problem-solving process eventually led to some new procedures: there would be student monitors in the cafeteria, a different grouping of students by tables, some posted areas, and a greater involvement of the student body in abiding by the new rules.

In another example, a TAP advisor was having trouble leading his group through activities designed to enhance student motivation. Many of the students were bored and turned to other interests and only a few took part in the exercise and discussion. The advisor began a confrontation by expressing his concerns and asking his advisees to talk openly and candidly about how the group was functioning. It was a time for careful listening and for facilitating understanding by the advisor and group members. Opinions were clarified in terms of the group's purpose, design, and member actions that had a particular impact on working relationship in the group. As specific events and behaviors were noted, it became evident that things needed to be changed.

The advisor asked, "How would you change the group to make it better for you? Let's make a list of suggestions." Even casual or amusing comments were listed, clarified, and discarded only when the person said he or she was "just kidding" and did not want the item included in the list. Otherwise, all contributions were accepted.

"As long as were going to be working together during this period for the rest of the year, let's find a way to work things out so that this is a good working group," said the advisor. He facilitated a group discussion and listed items that characterized an effective advisory group and those that did not. Each idea was clarified and made as specific as possible.

The group, including the advisor, then identified the five most important factors from the lists. Each person was asked to rate the current advisory group as a whole, using a scale of 1 (low) to 5 (high). Next, everyone was asked to rate him or herself, using the same scale, on the high-priority items agreed on by the group. Subsequent discussions focused attention on ways to help change the advisory group and make it better for everyone, given its goals, limitations, and applicable school rules.

This exercise was an example of TQM at work. It focused on desired outcomes and identified the process factors that contributed to or detracted from success. Students rated themselves, providing a baseline that could be used later to evaluate progress. Student and advisor input were valued, as both were part of the problem and the solution. Brainstorming allowed everyone's contribution to be acknowledged and group process helped describe and clarify the issues. There was, at the end, an establishment of new group guidelines and procedures. This exercise, although put into practice during TAP, could apply to other school situations, including classroom settings.

Obviously, there are limitations that affect group outcomes of change, just as there are limitations when TQM is practiced in a factory or in a place of business. For instance, the general limitation for adults is almost always, "You cannot have more money or more personnel." Likewise, in the TAP session, "You cannot eliminate or change the purpose of the group, or remove or add students from the group. Rather, the challenge is: How can we work together to make the group better for all of us?"

Students need opportunities to share in decisions that affect them, to think critically, to make decisions, and to follow through and solve a problem. Self-assessment and action plans must be tied to responsible behaviors. The teacher-advisor must be a facilitator and participant.

THE SCHOOL COUNSELOR'S ROLE IN TAP AND TQM

School counselor and teacher-advisor roles are complementary. Both assist students to think about their ideas and feelings, gain the most from school, and talk freely about developmental needs and interests. Teacher-advisors, however, are not directed to be counselors or expected to assume full responsibility for all the guidance needs of students. Teacher-advisors refer troubled students to counselors when appropriate.

Counselors have their own developmental learning and counseling activities and may offer counseling interventions during TAP periods. In general, counselor responsibilities and roles include:

1. Counselors can colead integrated learning units and TAP sessions with teachers, on invitation by the teacher-advisor. Counselors also can work with those teachers who lack skills to facilitate student discussion and assist teachers who are unfamiliar with the basic procedures of TQM (Myrick, 1987).
2. Counselors can develop their own special learning units based on the particular needs of a group or student body. Such units might help students and advisors learn to work together, perhaps introducing them to critical thinking skills and TQM strategies.
3. Counselors may request that some students in advisory groups meet with them individually or in small groups during TAP periods, especially if they are having adjustment problems or are unwilling to involve themselves in the group process. Students in small counseling groups might experience more intensive communication skills training.
4. As consultants, counselors can study TQM methods and strategies and pass them on to teacher-advisors. Consultation might take place individually, in small groups, or as part of staff development.
5. Counselors can help train peer helpers in interpersonal and communication skills (see Chapter 11). Peer helpers in turn work closely with teacher-advisors and their TAP groups. For instance, a group of selected eighth-grade students might meet in a special TAP group during the first school grading period. After training is completed, the peer helpers could be assigned as assistants to sixth-grade teacher-advisors. Cross-age assignments are popular among students and teachers. In addition to conflict management, problem-solving models,

and leadership skills, peer helpers are taught to lead or colead group activities that are related to the goals of TAP and draw on TQM strategies.

THE FACILITATIVE MODEL: THE COUNSELOR AND TQM

The work of school counselors and teacher-advisors often is described as facilitation. A facilitator is someone who knows how to say and do the kinds of things that help people think aloud about their ideas, feelings, and behavior. A facilitator concentrates more on the process than on solutions or advice, assisting others to consider and explore alternatives as they move toward their goals. Facilitators, regardless of job title, are adept in the use of interpersonal and communication skills.

The Facilitative Model (Myrick, 1993; Wittmer & Myrick, 1989) consists of an organized set of interpersonal concepts and communication skills that ease the working process. The model can be used with counselors, teachers, administrators, students, parents, and others, including those in business. It is a reference point as well as a tool that can be applied. The model gives a facilitator a sense of direction. It is designed to increase the probability that the counselor will focus on particular aspects of helping relationships and facilitative processes. The end result is that the counselor becomes a better manager of time and people. In addition, it identifies and simplifies the important communication skills necessary for developmental guidance and counseling.

The Facilitative Model consists of four components: 1) the facilitative conditions of the helping relationship; 2) facilitative processes; 3) facilitative responses; and 4) facilitative learning activities and tasks.

The Facilitative Conditions

Counselors want and need to establish close working relationships with students. However, these relationships take time and effort. They especially depend on how well counselors and students interact and communicate with each other. As early as 1962, Carl Rogers explored the importance of helping relationships. He believed that if certain conditions were present between people, productive communication and working relationships would occur.

Total quality management as applied in a school setting requires the existence of facilitative conditions. Particular attention has been directed to six of them: 1) caring, 2) understanding, 3) acceptance, 4) respect, 5) friendliness, and 6) trustworthiness (Myrick, 1993).

Caring indicates that a counselor is personally concerned and interested in what a person has to say about him or herself. It suggests a personal commitment, a reaching out to another person.

Understanding is used to characterize a process of perceiving and affirming what another person is experiencing. The counselor is aware of the pleasant and unpleasant feelings communicated and demonstrates an emotional empathy.

Acceptance emphasizes that students are treated with dignity and self-worth. This does not mean that the counselor must agree with student attitudes, ideas, or behaviors. An attempt is made to communicate that people are always valued regardless of what they say or do.

Respect implies that counselors extend simple courtesies to individuals, including the right to express their own ideas and feelings, be responsible for their decisions, and govern their own lives.

Friendliness communicates warm personal mannerisms that invite others to reciprocate mutual interest and warmth. The counselor demonstrates a kind attitude and models genuineness and support.

Trustworthiness consists of sharing and showing confidence and sureness. Counselors believe that others will act in an honest and candid manner so that the well-being of a person is not damaged.

The interpersonal relationships between counselors and students directly affect the learning environment. The helping relationships allow students and others to explore their ideas and feelings in a non-threatening way. These relationships are essential in a developmental guidance and counseling program where TQM is emphasized.

The Facilitative Processes

The facilitative processes that occur in counseling or large-group counseling sessions involve the dynamics of the interpersonal relationship and the interactions that take place. Each facilitative process has its own unique quality. Also, these processes are interrelated, with each influencing the others. The four basic helping processes of the Facilitative Model are: 1) self-disclosure; 2) feedback; 3) increased awareness and decision making; and 4) responsible action.

Self-disclosure

Self-disclosure consists of sharing one's self with others; it is the fundamental process in counseling. As a trust relationship develops between people, more personal information is shared and there is a greater depth in exploring inner thoughts and feelings. Presence of facilitative conditions makes it easier for participants to disclose sensitive topics.

Feedback

Feedback is another TQM tool that allows people to share their ideas, feelings, and impressions, and to promote this same kind of communication among group members. It assumes that many individuals are unaware of the impact that their behavior and attitude has on others and that an open disclosure of that impact can be growth producing.

Increased Awareness and Decision Making

The third facilitative process in the Facilitative Model is increased awareness and decision making. They are also the products of self-disclosure and feedback. Increased awareness and decision making are more likely to occur when there is an open and trusting relationship where personal insights and exploring alternatives can take place. As self-disclosure occurs there is often a greater awareness of the events and circumstances that are involved in a given situation. Options can be examined and it is possible to experience a greater degree of confidence in making decisions and solving problems.

Responsible Action

Considering alternative courses of action logically follows increased awareness and decision making. When teachers and students understand what they can do and the consequences of their behaviors, they have a clearer picture of their own rights and responsibilities. Students are encouraged to take responsible action to solve a problem or make a decision. Counselors and teacher-advisors try to refrain from advising and acting for students because students must learn to develop their own plans and take responsibility for implementing them.

The Facilitative Model is based on the assumption that personal relationships are the basis for effective teaching and counseling. In turn, personal relationships are built on selective listening and responding. Certain verbal responses and nonverbal behaviors increase the probability of a helper being perceived as friendly, caring, understanding, accepting, and trustworthy. Facilitative responses help create facilitative conditions and enhance the healing relationship.

There are six basic high facilitative responses that are the foundation of the Facilitative Model; their frequency is directly related to effective working relationships and quality management. The responses are 1) feeling-focused response, 2) clarifying or summarizing response, 3) open-ended questions, 4) facilitative feedback, 5) simple acknowledgment, and 6) linking.

While all responses might be helpful at one time or another, some are likely to be less facilitative than others. Three common responses that are generally considered to be low facilitative are a) advice/evaluation, b) analyzing/interpreting, and c) reassuring/supportive.

The Facilitative Activities and Tasks

Facilitative responses help build positive working relationships and group cohesiveness. Structured group learning activities can be a starting place where students learn more about each other and how to implement the facilitative processes. As these process take place in the group, facilitative conditions develop and there are more opportunities to talk about special issues and concerns.

A structured learning activity has one or more objectives and these are related to personal growth and development. They may focus on the specific outcomes that are described by TQM specialists or they may emphasize learning experiences in which TQM strategies are used to facilitate a group toward a better working relationship.

Most activities have a set of outlined steps or procedures that a facilitator can use as a guideline. However, the activities and tasks are never an end in themselves. Rather, they help create opportunities for group members to build facilitative relationships and a positive working environment. Appendix A provides a possible TAP guidance unit, and two structured learning activities that have been used in TAP (which are also related to the TQM objectives) can be seen in Appendixes B and C.

THE SCHOOL COUNSELOR AND QUALITY MANAGEMENT

The school counselor provides six basic interventions in a developmental school counseling program: individual counseling, small-group counseling, large-group/integrated learning units and activities, peer facilitator training, consultation with adults, and coordination of the school counseling program (Myrick, 1993). Although everyone in the school is by the nature of his or her job a change agent, school counselors are particularly qualified to function in this role. Developmental school counseling programs encourage the counselor to work with students as part of a preventive effort. A situation should not become tense and explosive before initiating problem-solving processes that help manage change effectively and efficiently.

TQM philosophy is very compatible with that of most school counselors. As change agents, counselors help students think about school and make adjustments. This may involve helping students change attitudes or learn new skills. As change agents, counselors consult with teachers and parents and coach them through difficult cases. As change agents, counselors also are concerned with the learning climate of the school and seek ways to help improve that environment. TAP and TQM principles provide a foundation for proactive school counseling programs.

MANAGING QUALITY

It is easier to talk about principles of management than it is to implement them, especially in schools. Public schools do not have the luxury of choosing their customers; they must work with everyone who walks through the door. Because school systems are complex and must serve a diverse population, it is difficult to address everyone's needs and interests.

Not all the customers of the school (i.e., students) are motivated to "buy." Not all employees (i.e., teachers) are interested in providing a quality product or making changes so that students want to buy what they are selling. Every system includes people who feel alienated and perceive working relationships as forced. Even though resources are limited, or perhaps inadequate, a school system must continue to work with its customers, including those who would prefer not to be there. The student-customer is the reason the school exists.

What kinds of results are schools getting? Do schools practice what they advocate? In addition, one might ask educators other questions: What are one or two things that the staff and students want to achieve and how will they know that they have achieved them? What activities and processes are needed in school and how can TAP help to promote critical thinking and responsible problem solving by students? What must be done to improve teacher-student relationships and the climate in which they work together? How can everyone "work smarter not harder" and be part of a team that makes everyone's job easier? How can the school system be more responsive to students and assist them to be productive citizens?

To answer these and other related questions and to improve the learning process continually, TAP advisors, counselors, administrators, and students must be accountable. Periodic or annual surveys, as used in business, can help determine customer satisfaction and a program's progress. Also, as in business, monitoring and evaluating a program need not be seen as a threat, but as an opportunity to confirm productive practices, seek alternatives, or chart new directions. In some instances, this may involve more staff development for teachers and counselors, assisting them to learn and relearn essential skills and principles of TQM. Professional development is at the heart of continuous professional improvement.

TQM does not mean altering everything at once. Many of the comprehensive school-reform packages that have been proposed are not necessarily integrated into everyday practice. In many cases, educators and policymakers have not always made sure that reforms are compatible and user friendly. Sometimes they are not sure of how to set priorities or where to begin initiatives. In many cases, the theoretical base or philosophical assumptions underlying a reform have not been understood fully or viewed as the basis of change. Too often reforms have consisted of a particular methodology (e.g., cooperative learning, etc.) or a set of new policies (e.g., increased number of hours for graduation or course requirements).

When asked to evaluate reforms, one educator said, "It's a mess. It's chaos. No wonder teachers tend to look at things as a passing fad, knowing from the beginning that the new approaches would self-destruct. Why invest energy in a system that seems hopeful but that is doomed from the beginning. Most teachers are comfortable with what they do, even though they may complain in the teachers' lounge. When it comes to changing things, sustained support simply isn't there."

Despite widespread agreement that reform is necessary and that teachers and counselors will like their jobs better if they embrace TQM, few people know where to begin. Some reformers have started by challenging the curriculum, perhaps questioning course goals and objectives. Some have tinkered with daily and weekly schedules, assessment procedures, textbook adoptions, and special rewards to help motivate students. Lawmakers have reviewed statutes and passed new initiatives, many times without the necessary funds to implement them. Too often legislators are looking for a "quick fix" and believe that school improvement can be legislated.

Given the limitations of school finances, everyone is looking for opportunities to implement TQM principles without additional funds. Perhaps the linear notion of organizing school programs along a vertical continuum or ladder is no longer an appropriate model; after all, learning is not linear. It isn't orderly, but it is closely related to the developmental needs and maturation of students, who develop socially and emotionally as well as physically and cognitively.

Reform usually costs money and plans for restructuring are frequently an outgrowth of troubled schools. TAP involves a restructuring of the school day and week, but it does not involve new costs. The primary cost may lie in a few materials that would be used in some TAP activities and the retraining and/or renewal of teachers in group procedures and cooperative learning strategies. It appears that staff development, which helps prepare teachers for new roles, may be the most critical factor in determining whether quality management principles can be integrated in achools. TAP provides a viable way for teachers to be retrained and prepared to apply TQM skills, which are essentially communication and problem-solving skills.

A school is not a factory, although some teachers and students may feel as if they are part of an assembly line. They joke about not having time to change the way things are. Said one teacher, "I'm unhappy with the way things are going and can recognize some changes that need to be made, but I haven't got the time to do anything about it. Therefore, I just do what I've always done and go along with the system as it is." This acceptance of the way things are, rather than the way things could be, may be the real barrier to implementing TQM principles TQM into the schools. One place to start is TAP.

SUMMARY

The principles of TQM are uniquely suited for TAP. TQM is a philosophy that must be embraced by enthusiastic and well-trained teachers and counselors to be a part of a solid curriculum built around knowledge and competencies, and integrated with developmental school counseling strategies. Facilitative school counselors and facilitative teachers possess the leadership skills called for in TQM: the ability to communicate and help others solve their own problems.

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APPENDIX A
Possible "Tap" Guidance Units

UNIT 1: GETTING ACQUAINTED

To help advisor group members to know each other.
To build facilitative relationships within the groups.
To help advisees make positive transitions in school.
To help advisees learn how to participate in a group.

UNIT 2: STUDY SKILLS AND HABITS

To evaluate study skills and habits.
To develop effective time-management plans.
To learn and practice classroom listening skills.
To discuss school success skills.

UNIT 3: SELF-ASSESSMENT

To identify classroom behaviors related to achievement.
To assess attitudes about school, self, and others.
To set goals and learn to monitor progress.
To identify one's interests, abilities, and uniqueness.

UNIT 4: COMMUNICATION SKILLS

To learn how to be a careful listener.
To learn how to clarify and explore ideas.
To learn how to ask and respond to thoughtful questions.
To learn how to be an effective group participant.

UNIT 5: DECISION MAKING AND PROBLEM SOLVING

To learn models of decision making and problem solving.
To learn how to identify alternatives and consequences.

To show how decision-making and problem-solving skills can be used at home and in school.

To examine the consequences of not meeting school and family obligations and responsibilities.

UNIT 6: PEER RELATIONSHIPS

To develop positive ways of interacting with peers.

To recognize the power of peer influence.

To learn how to develop friendships.

To increase awareness of how personal needs and interests affect relationships.

UNIT 7: MOTIVATION

To become more aware of one's interests, needs, and desires.

To recognize the value of setting personal goals.

To differentiate between intrinsic and extrinsic rewards.

To show how skills and practice are related to success.

UNIT 8: CONFLICT RESOLUTION

To learn constructive ways of dealing with conflicts.

To identify conflicts related to developmental stages of life.

To practice applying communication skills to conflict moments.

To identify how conflict-resolution skills can be applied to relationships with teachers, parents, and peers.

UNIT 9: WELLNESS

To identify common health problems in our society.

To identify positive aspects of living a healthy life.

To examine the value of wellness and prevention strategies.

To examine long-range consequences of abusive behaviors.

UNIT 10: CAREER DEVELOPMENT

To recognize job opportunities and their value to society.
To identify tentative job goals.
To become aware of the factors that influence job choice.
To recognize how job goals are related to success in school.

UNIT 11: EDUCATIONAL PLANNING

To recognize options that are available for planning.
To illustrate the need to plan ahead.
To learn the sequence of academic courses.
To identify academic requirements and electives.

UNIT 12: COMMUNITY INVOLVEMENT

To develop pride in the community.
To identify responsibilities of citizens in the community.
To see the value of volunteering for community service.
To identify ways in which young people can help make their communities and neighborhoods better places to live.

Each unit might be completed in six sessions during TAP. Students participate in structured learning activities during the first five sessions, then evaluate the unit in session six. Some sessions are more structured than others (Myrick, 1993).

APPENDIX B
Tap Activity: "I Have a Problem"

PURPOSE AND OBJECTIVES

1. To learn that everyone has problems that affect feelings and behaviors.
2. To discover how individuals might think of ways to solve problems.

MATERIAL NEEDED

1. Pencil and paper
2. Desk or table

PROCEDURES

The teacher-advisor or group leader begins by saying: "We all need help at some time in our life. Some of us need more help than others, because some of us may have problems that require more attention than others. Nevertheless, all of us deal with problems every day."

Give each student a piece of paper. Ask the students to each think of a problem that they are having at this point in their lives, or to think of a problem that someone they know has now. A list of typical problems that students have might be presented to stimulate thinking. Each student writes a problem on the sheet of paper. Remind the students not to put their names on their papers. Papers are collected.

Step 1

The teacher-advisor or group leader reads aloud a problem that is drawn at random from those collected and says, "How would you feel if you had this problem?"

Step 2

"How would you act or behave if you felt that way?"

Step 3

The leader reads another problem and continues to ask about related feelings and behaviors. At an appropriate time, the leader says, "When we have problems, they usually affect how we feel and behave. What we do with those feelings and behaviors is a choice that we make. It is important that we think about our feelings and behaviors and how they might affect others as well as ourselves. Now, what would you do if this were your problem?" Another problem is read aloud.

Step 4

Students talk about the pros and cons of the suggestions and may rank order their preferences.

SUMMARY

The leader concludes by saying, "Everyone has problems. Some are more difficult than others. What we feel and how we behave when we have a problem often has an impact on those around us. It can be hard to live alone with a problem, and sometimes it works best when problems are discussed with others who will be sensitive to feelings and help think of ways to solve a problem."

APPENDIX C
TAP Activity: "Alternatives And Consequences"

PURPOSE AND OBJECTIVES

1. To explore social, academic, and personal problems that affect school success and relationships.
2. To discover ways to generate alternatives and to consider consequences of actions.
3. To consider who is responsible for decision making and the outcomes of a problem-solving action.

MATERIAL NEEDED

1. Pencil and paper
2. Desk or table

PROCEDURES

Step 1

The teacher-advisor or group leader divides the TAP group into two teams. Three different problems are passed to a group member who starts the discussion—a "starter"—in each group and then the groups are given the following directions:

> Each group has several problems that students your age have faced. Starters, please read the problems aloud to your group. Encourage discussion about feelings, behaviors, and any suggestions that might be given. What is the best way to solve the problem? Brainstorm ideas and list as many as you can. [After a few minutes:] Okay, now decide as a group on your first three recommendations. Which of these would you suggest be done first and why?

Step 2

Next, the total group listens as each small group takes a turn at reading a problem and the group's solution to it.

Step 3

Alternatives and consequences to each problem are discussed. "What often happens when people rush into problem solving and the outcome is less than what they expected?" "Who is responsible for solving a problem?" "What if it involves more than one person?"

SUMMARY

The leader concludes by saying: "We can't avoid problems. Effective problem solving requires that we think through the issues and make decisions. Others may want to help by being understanding and offering advice; however, each of us ultimately must decide how to best resolve our own problems. You can help others think through problems, consider alternatives and consequences, and arrive at a next step, but they must make the final decision and be responsible for their choices and actions."

11. Tomorrow's Leaders Helping Today: Peer Programs

Sandra Peyser Hazouri and Miriam McLaughlin Smith

INTRODUCTION

Rapid and profound changes in our society have heaped problems at the schoolhouse door. Teenage mothers now stay in school and recovering alcoholics and addicts return to school after treatment. Schools have become regionalized and families have become isolated, limiting children's opportunities to make healthy connections with neighbors and relatives. Life-skills once learned in these settings are no longer acquired naturally and are often insufficient to meet new social challenges. Our technology exposes children to information and issues that can affect their lives in profound ways long before they have the maturity or skills to integrate such information appropriately. Student alcohol and other drug use and early sexual activity are just two aspects of our children's lives affected by this exposure.

Most if not all of these problems and many others find their way to the school counselor's office. The school counselor, perhaps better than any other professional educator, knows the need for school programs that respond to these societal changes.

Perhaps the buzzwords here are "school programs." Reform in the school counseling program may imply that counselors alone can meet the ever-growing needs of students when, in fact, they cannot. The school *as a system*, however, can meet these needs. Systems thinking and improvement of work processes is a central part of the Educational Quality Improvement Process (EQUIP) Model referred to in Chapter 1 and throughout this book. One theme of the book is for counselors to share their unique training and experience with their customers—students and teachers. Peer programs as described in this chapter benefit suppliers and customers throughout the school.

To optimize the entire school as a system counselors must:

- promote the integration of necessary life-skills into existing curricula;
- involve other student service personnel in the team approach to helping needy students;
- bring in community agencies to assist with interventions with students in trouble; and
- involve faculty in meeting the social and emotional needs of the students (customers).

An important part of this new paradigm is the student, not just as customer, but as supplier of services to other students, the school, and the community. When trained as peer helpers, students can help secondary school counselors deliver the kind of training and support needed to address the new and challenging problems plaguing our schools. By applying the concepts of the total quality philosophy, school counselors can empower young people to address their own issues and those of their peers (American Association of School Administrators, 1992).

Traditionally, counselors work hard to guide young people toward better choices while struggling to meet the diverse needs of individual students. Peer programming allows the counselor to facilitate programs and activities that will enable students to serve as suppliers to meet the needs of other students.

Survey after survey has told us that students talk, first and foremost, to their friends (Hazouri & Smith, 1991). Friends are sought out to listen to concerns, help with homework, assist in crises, and give support during difficult times. Informal student networks often may be misguided and uninformed, but they are a powerful force in the lives of young people today. Think of the number of students who learn about sexuality from friends who know as little as they do, or the reported majority of students who have been persuaded to experiment with alcohol or other drugs by their peers. The school counselor can harness this energy and use it to the advantage of the school, the community, and, most of all, the students.

The differences between peer-helping programming and the informal network of support that already exists among young people lie in the structure and focus of the programs. Peer-helping programs purposefully are designed, and young people are trained, to address specific problems or needs of students. Peers can be:

- trained listeners
- discussion group leaders
- guides for new students
- tutors
- mediators
- community service volunteers
- liaisons to student assistance programs
- drug- and alcohol-free role models
- cross-age trainers in life skills.

Appropriately trained peers are highly effective as tutors for same-age and younger students. Tutoring programs commonly use a student who is knowledgeable in a particular subject to help one who is struggling. Another powerful approach to tutoring trains the struggling student to tutor younger students since a potent form of learning is teaching others. Both participants' grasp of the subject matter is strengthened with this approach. In addition, the tutor's confidence in his or her own academic competence is bolstered.

Peers also can learn to resolve their conflicts in positive ways and to serve as mediators in the disputes of others. Schools deal with every kind of conflict today, from name calling to gang fights. Possession of weapons is on the increase. Small incidents are erupting into violence that often ends tragically.

We are not suggesting here that students can solve the problems that are at the root of much of this violence. However, students can be trained to resolve their own conflicts in positive ways and to help others do the same.

Where such programs are in place, reported incidences of fighting have decreased markedly. It is possible, too, that such training can promote behavior that ultimately changes the school climate, thereby improving communication and acceptance among diverse groups. Above all it is important to remember that our schools must be safe. Conflict resolution and peer mediation programs are not a substitute for school policy concerning fighting and weaponry, but they are preventive interventions.

The focus of this chapter is on how peer programs can affect the secondary school positively; however, peer programs have been used successfully with children in the elementary school as well.

GETTING STARTED WITH A PEER PROGRAM

Helping, tutoring, and conflict resolution/peer mediation are the three broad categories under which most peer programming falls. For all of these categories there are certain basic steps that must be taken to ensure a successful program. In particular, planning well ahead of the intended starting time allows the opportunity for anticipating and addressing all of the issues that will arise around the introduction of a new peer program of any kind.

Think first about the kind of peer program that might meet the needs of your school (helping, tutoring, mediation). Are self-referrals to the counselor's office most often about minor problems that do not need the intervention of a professional? Is the student body very diverse, with some groups not relating positively to the school community? Does one grade level have a particularly high drop-out rate? Once a need has been identified, a peer program can be planned to meet that need. Perhaps a peer tutoring program in the ninth grade would reduce academic failure leading to dropping out in the 12th grade. Perhaps a peer-led cultural sensitivity program could address groups previously unacknowledged by their peers. The possibilities for peer involvement in the school community are many and varied.

Commitment and Support

Commitment from administration and faculty, coupled with community/parent support, is another important step in the planning process. Involving these "significant others" empowers and leads them toward a sense of ownership of the chosen program. When funding needs arise, a demand for extra hands for a special event occurs, or special supplies are needed, there are people to whom one can turn who have a vested interest in seeing the peer program succeed. In addition, this broad base of support implies that this is a whole school project and not just the counselor's concern.

This same concept applies to staffing. The counselor does not necessarily serve as staff for the program. Faculty, support staff, and volunteers who have strong, positive rapport with young people, who can work effectively with groups, and who have sufficient time and energy can be trained to carry out the program. Criteria for the selection of peer leaders can be found in the Programmatic Standards of the National Peer Helper Association (see Appendix A).

Scheduling

One of the greatest challenges facing those interested in implementing a peer program is scheduling a time and place for it in the school day. Your solution to this challenge will be uniquely yours, reflecting the most viable way for a peer program to fit into your particular school or community. One of the most effective approaches at the secondary level has been to make the peer program an elective course for credit toward graduation, or a part of a subject, such as sociology or psychology. However, support from the administration for such a class often does not occur until after a peer program has "proven" itself. More commonly, new programs are identified as clubs and meet during an activity time. They are also scheduled into advisement (see Chapter 10) or homeroom times, or into already existing groups, such as Students Against Drunk Driving or Future Teachers of America. Peer programs also have been established cooperatively with community agencies such as 4-H and Boys Club. Such programs are most often conducted off-campus and require afterschool or weekend involvement of students. In these programs the counselor does not have a direct supervisory role, but rather manages the process.

The foundation on which a program will be built is established with the planning process. Just as a house without a strong foundation surely will crumble, so will a program fail without the planning that ensures success.

SCREENING AND SELECTION

To this point we have barely touched on the most important element in peer programming, the student. Peer programs are by and for young people and once one begins to explore the research, it becomes apparent that all young people can benefit.

The purpose of a program will help determine which students should be involved. Once that determination is made, some form of screening and selection process will be necessary.

For more general programs in helping or listening, a very broad representation of students can participate in training. Sociograms can be used to ask faculty, student service personnel, and students to identify people they think would be good leaders, helpers, or listeners, and to help identify a good cross section of those students. Other programs offer sign-ups, interviews, and questionnaires to determine the degree of student interest in the program.

For more focused programs, such as peer mediation or tutoring, however, the selection process will need to be narrower. For example, peer mediators need above-average communication skills and tutors require expertise in applicable subject matter. Once a group of skilled mediators and tutors exists, counselors can help direct students toward areas where they will experience the greatest success.

Psychologist David McGregor (American Association of School Administrators, 1992) states, "The essential task of management is to arrange the organizational conditions and methods of operation so that people can achieve their own goals by directing their own efforts toward organizational objectives." It is always important to establish clear criteria for behavior and performance of peer helpers, taking care to make those criteria inclusive rather than exclusive. For example, a requirement that students be on the honor roll to participate is exclusive and leaves out many good potential helpers. A more workable requirement might be evidence of trustworthiness or good listening skills.

Data show that the greater the variety of student groups represented in a peer program, the more effective the program will be. When we think of the student leadership in our schools, the shining stars, captains of teams, and student council presidents come immediately to mind. These talented young people, often overly committed already but eager to help, may be first in line to participate in the peer program. While it is important to the effectiveness of a program that this group of students is represented, they should be selected in no greater numbers than other less visible groups. Peer programs reach out to the whole school community. For students to become involved or just supportive of the program, they must see it as an inclusive representation of their view of the school community. For example, a student who is struggling academically may feel more comfortable with another student who understands that experience, than with the honor society president.

Counselors and teachers have expressed the fear that opening the door for all students to be involved will increase the risk of problems. Establishing and upholding a firmly enforced standard for behavior and performance is one tool to eliminate those students not seriously committed to the program. More important, however, is the very thorough and ongoing training peer helpers receive.

TRAINING

Basic Skills

Training, like all other steps in this process, should reflect the goals of a given program. In addition, students should receive sound basic skills in communication, problem solving, and awareness of self and others. The skills peer helpers must have to perform appropriately cannot be learned in a weekend. A training retreat can give the program a strong start and allow students the opportunity to begin to bond and form supportive relationships; it can set the tone of the program and prepare students for the training to follow. However, the skills necessary for students to interact effectively with other students must be practiced and reviewed over and over again. Earlier, we discussed the challenge of scheduling. Regularly scheduled meetings are absolutely necessary for ongoing training to occur. Training and feedback on performance should be a priority during meetings.

There are many wonderful resources in the school building and community that can answer the counselor's need for trainers. As with other facets of a developmental counseling program, the training process can be facilitated by taking advantage of these resources. For instance, ask a English teacher to train students in communication skills or a psychologist from a local mental health center to train students in self-awareness. The counselor can invite parents of varying backgrounds to talk about cultural and ethnic differences. Again, the counselor's role here is to manage the process by assessing the needs and organizing resources.

The basic skills and knowledge that are necessary for training all peer helpers include:

- the role of the peer helper,
- confidentiality and liability issues,
- listening and communication skills, and
- problem-solving/decision-making strategies.

Tutoring Skills

Additional training will be necessary in those specific skills related to the goal of your program. For example, if your purpose is tutoring, students need training in how to tutor.

Tutoring programs invariably insure that the tutor knows the academic subject; however, problems arise when the tutor lacks the skills to convey this knowledge. Programs fail when the peer tutor cannot communicate with the person receiving help. Thus, the tutor needs to understand the concept of learning styles or at the very least know more than one way to convey information. If the program is cross-age, the tutor will need to understand what is developmentally appropriate for that age group. A tutor should be able to provide feedback to the student receiving help and realize that one's words can encourage or discourage a struggling student (McLaughlin & Hazouri, 1992). Myrick and Sorensen (1988) call this facilitative feedback.

Peer Mediation

Other specific skills necessary for peer mediation program participants include:

- dealing with verbal aggression,
- setting limits,
- controlling tone of voice and volume and rate of speech, and
- using intervention techniques.

STANDARDS AND ETHICS

As peer helpers begin to use their newly developed skills to work with others, they will have to learn the expectations connected to their role as well as the limits. One difficultly frequently encountered when recruiting for peer programs is that such programs tend to attract the overly responsible child. Without strong guidance, these students can become overly involved in the problems of other students. Repeated training in boundary setting, regular reviews of expectations, and close monitoring will reduce this problem.

Establishing a code of standards and ethics for peer helpers will serve to define student helper roles further. The students themselves should be involved in the process of developing their code, so that they feel ownership of and commitment to appropriate behaviors. Group trust and support for one another, begun during the retreat and strengthened at each meeting, is strong reinforcement for students to abide by this code.

The issues of confidentiality and liability that emerge during the development of a code of ethics are a vital concern to counselors. Students need training in how (and when) to break confidentiality and why, and how to address those situations and problems that go beyond the experience level of the peer helper. Regular meetings and records of the nature of the student's contacts with others can help to reduce the risks. A clear procedure for referring problems to designated adults should be written down. Peer helpers can be taught how to encourage other students to self-refer and to identify resources in the school and community that are available to those students. For example, a high school peer could refer a student with an alcoholic parent to Alateen (part of Alcoholics Anonymous) or suggest a school support group.

Communication skills training has been overused as a solution to everything from low motivation to substance abuse. By itself it is probably not the solution to anything, but is more likely part of the solution to myriad school problems. As society changes, our schools are bringing together a multitude of different cultures and ethnic groups. Unfortunately we expect students to live together in this close environment without preparing them to cope with those differences. At worst, this misunderstanding and lack of communication can erupt into confrontation and violence. At the very least, poor communication leads to students feeling isolated and unconnected to the place where they spend the greater part of each day. Peer programming can affect this problem by training students in the skills necessary for connecting with others—communication skills. These skills include active listening, verbal and nonverbal responding, and recognizing and understanding the feelings of others.

For peer helpers, establishing rapport with others is absolutely necessary before anything else can occur. And knowing how to make facilitative responses—e.g., asking open-ended questions—reduces the likelihood that the helper will become an advice giver or get overly involved in a problem. Understanding the feelings of others requires that peers explore differences and withhold judgments. Training in problem-solving and communication skills allows peers to help students help themselves. Peer helpers should be trained in decision making, as well, to the degree that they can lead someone else through the process. When students have had thorough training in these basic communication skills, they are prepared to serve as helpers, listeners, orientation leaders, positive role models, and lunch buddies, and to participate in a variety of community service projects.

At the conclusion of their initial training, students will have achieved varying levels of readiness to serve as peer helpers. Students who have not developed the skills to work independently can serve as listeners or helpers in a classroom or as cross-age leaders of specific, well-structured activities. We should never underestimate the ability of any student—given skills, responsibility, and recognition—to be a successful peer helper.

When a program has a more specific goal, such as tutoring, peer mediation, alcohol and other drug prevention, cross-age peer helping, or pregnancy prevention, further specific training is required. We already have discussed the kinds of specific training needed in conflict resolution and peer mediation programming. Without this training, conflicts develop into win-lose situations. With training, students can learn to work through conflicts to arrive at mutually agreeable conclusions. Taken a step further, students can be trained as mediators to assist others in reaching win-win conclusions.

Sorenson (1992) identifies a 15-step model for mediating a conflict. The steps include:

- obtaining consent from those involved in a conflict,
- encouraging each person to tell what happened while the other listens,
- helping both to identify feelings,
- asking each person to offer suggestions on how the conflict can be resolved, and

- obtaining a written commitment from both persons to implement the chosen solution.

Training of tutors operates on a similar premise. Teaching skills are not acquired naturally, and less well-trained student tutors often resort to "show and tell." Tutoring approaches also will differ according to the age group of the peer tutors and of their charges. Cross-age peer tutoring programs may require training materials that reflect the needs of the older peer helper and the younger student being helped.

It is critical for all peer helpers, whatever the goals of the program, to be trained to recognize potential crises and to respond appropriately. However, most concerns of secondary students are centered around friends, school, family, and the future. Therefore, peer programs that focus on the more serious and sad problems of our youth, to the exclusion of these everyday concerns, overlook an important role of peer helping. A good listener or caring friend can do much to reduce the anxiety and stress surrounding these issues and ultimately free the counselor to deal with more critical problems.

Some peer helpers will be better prepared than others, for many reasons, and opportunities to serve others should match those varying skill levels. For example, some peer tutors may be better able to work with younger students than with classmates their own age. A shadowing or mentoring program with more advanced peer helpers partnering less skilled helpers can help to ensure that the program is functioning as it should.

Indeed, all peer programs need strong supervision and monitoring components, not only to determine that peer helpers are functioning appropriately, but also to ensure that peer helping responsibilities are not getting in the way of the peer helper's school work, regular activities, and interests. As mentioned earlier, regularly scheduled meetings will help the peer leader to keep abreast of any problems.

Such meetings offer opportunities to gauge the competency of the students and to identify weak areas where additional training may be needed. Discouragement and disappointment can be discussed during meetings, and situations that have risen during the students' peer helping experiences can be explored. If the counselor is serving as facilitator rather than leader, he or she can sit in on some of these meetings to assist with problem solving.

EVALUATION: PROCESS AND OUTCOME

Record keeping is vital to monitoring the services students are providing. At the most basic level, records serve as an evaluation tool. They can tell leaders, administrators, and others how many students are being served, the types of problems encountered, and the kind of services provided. Some peer helper curricula have process evaluation tools built in. Students are required to keep portfolios of their activities during the year, such as interviews of family members.

A second and more significant way to evaluate a peer program is to look at outcomes—that is, how the program has affected a particular problem. For example, a record can be made of the grades of students before and after they are tutored, or the number of reported incidences of fighting before and after a mediation program is implemented.

Finally, surveys of the recipients of a program's services, faculty and support staff, and the peers themselves, can help determine the:

- impact of the program,
- general satisfaction, and
- level of support.

The primary goal of a total quality peer program is continuous improvement in the program's capacity to meet the needs of its customers. Evaluation activities are measures of that capacity and serve to identify weaknesses as well as strengths.

This information also is necessary to gain administrative and financial support. Most grants require that evaluation be a part of any proposal. It is important to note that peer programs can operate on very little money. Retreats and T-shirts are wonderful incentives but are not necessary to the success of a program. However, linking with community agencies that have money for youth projects, obtaining business sponsorship, and securing grant money are all viable approaches to securing funding.

Administrators who have been skeptical about a given program, when presented with evidence that positive change has occurred, can become strong advocates for peer programs.

Don't hide your program's light under a bushel. Well before you have figures to document its success, interesting and exciting things begin happening. Keep the school newspaper, local paper, and PTA apprised of special events in peer helping. The more positive publicity any program gets the more support it can expect.

Peer programming is just one element in a total quality counseling program (Burgess, 1991). It can be, however, a significant force for helping a counseling program to meet the diverse needs of the entire school population. By recognizing the value of students as suppliers of direct services, as well as their role as customers, and by laying the groundwork and managing the development and direction of a helping program, the counselor can produce a quality peer helper program. Such a program can be an important factor in transforming the role and function of the school counselor and contributing to an outcomes-based school counseling program that is central to the purposes of the school.

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APPENDIX A
Programmatic Standards
National Peer Helpers Association

CHECKLIST FOR A PEER HELPER PROGRAM

I.

Program Start-up

A. Planning
__ Rationale
__ Purpose
__ Goals and objectives
__ Procedures
__ Compliance

B. Commitment
__ Program advisory committee
__ Administrative support
__ Financial support
__ Resources

C. Staffing
__ Positive rapport with population to be helped
__ Experience with and knowledge of program needs
__ Knowledge of fundamental principles of peer helping
__ Positive public relations links
__ Positive role model to various publics
__ Knowledge of different teaching/learning skills
__ Ability to teach didactic and experiential lessons
__ Ability to work with groups
__ Participation in an ongoing training program
__ Skills necessary for supervision
__ Time to train, plan, evaluate, and supervise

D. Organizational Structure
__ Clear lines of authority, responsibility, and communication
__ Structure congruent with program purposes

II. PROGRAM IMPLEMENTATION
A. Screening and Selection
__ Establish appropriate criteria
__ Seek prospective peer helpers who are helpful, trustworthy, concerned about others, good listeners, and positive role models
__ Develop and distribute criteria to potential applicants who represent the population that they serve
__ Apply to the program in a formal way
__ Solicit recommendations
__ Structure interview
__ Demonstrate appropriate helping characteristics and skills
__ Ensure emotional security
__ Understand services provided
__ Commit to the provision of services
__ Be sensitive to population being served

B. Training
__ Role of the peer helper
__ Confidentiality and liability issues

__
Listening and communication skills
__ Problem-solving/decision-making strategies
__ Additional issues and topics
__ Represents nature and goals of a particular program

C. Service Delivery
__ Appropriate variety of meaningful, productive helping within the program setting

D. Supervision
__ Ongoing and regular supervision

III. Maintenance
A. Evaluation
__ Formative evaluation

B. Public Relations
  __ Well-informed community
  __ Program brochure or newsletter
  __ Media contacts
  __ Community involvement in training or program
  __ Community outreach projects

C. Long-range Planning
  __ Staffing
  __ Funding
  __ Peer ownership

12. Mentoring Programs

Patricia G. Henderson

A seventh grader needs help improving spelling grades; a college student provides that help. An eighth grader is not attending school regularly and seems to be a potential dropout; a member of the local Optimist Club provides help. A ninth-grade Hispanic student, whose parents did not finish elementary school, earns B's and C's and seems to have college potential; a Hispanic community leader befriends him. An 11th-grade teenage parent bravely faces the challenges of her new dual role; a teacher takes special interest in her. A 12th-grade gifted and talented student wants to pursue a career in pediatrics; a doctor commits to helping her with an independent study project. Mentorships occur in a variety of forms, but the professional school counselors' role in support of the students, the program, and the mentors themselves is quite consistent. School counselors:

- identify students who need and would benefit from a mentor relationship;
- match students with mentors;
- lead the development and facilitate the operation of the program; and
- train and guide the mentors.

While the examples in this chapter come from middle, junior, and senior high school levels, the concepts can be adapted readily to the elementary school level.

PURPOSE/RATIONALE

Although teenagers forge their own paths into adulthood, they need relationships with adults to help them progress with optimism. They must believe that what the present holds for them is meaningful and that what the future holds for them is valuable. Students need models to help them envision a quality life for themselves, one based on using their educational opportunities to achieve an interesting career. All too often students do not have such role models in their families and the modeling they have at home must be augmented.

A consistent theme throughout this book is that implementation of quality management principles is best accomplished through teamwork in the workplace. Teamwork, of course, implies the use of interpersonal skills and an attitude of self-reliance. It is precisely in these two areas, as well as on a student's self-esteem, that mentoring can have a significant impact.

The purpose of a mentorship program is to provide adults who can build personal relationships with students. Ideally, the mentor and mentee form a partnership and become a team helping the student achieve a goal or objectives they both agree are important. Mentorship programs are interventions in students' affective rather than cognitive development—i.e., through mentoring relationships students develop feelings of competence and a sense of belonging, learn to value education and learning, and gain confidence about the future.

GETTING STARTED

Mentors are often volunteers from businesses or community-based organizations that have decided to assist youth through the school system. Sometimes mentors come from the teaching ranks. Whatever the source of mentors, representatives of the source should participate in planning the program. Appendix A shows a sample interest survey for potential mentors.

For a mentorship program to be successful, a *partnership* has to be established between the school staff and the volunteer mentors. The program must target a mutually identified goal and specific objectives, and must be organized within the realities of the mentors' world as well as that of the school. Program planning begins with the formation of a planning team that is representative of this partnership. Since most mentorship programs are designed to help students' personal, educational, and/or career development, a professional school counselor should lead the planning team and facilitate implementation of the program. Representatives of other groups affected by the program also should take part in the planning—for example, if students will be mentored during class time, classroom teachers need to be on the planning team. Most mentorship programs have not been successful without the active support of the school administration; therefore, the principal should be included as well.

The first item of business for the planning team is to establish the objectives of the program. The *objectives* are derived after considering the goals of the mentor-suppliers, the school, and the needs of the student-customers. Many businesses or community-based organizations that recruit and provide volunteer mentors have established goals that have brought them to this point—for example, their intent may be to help "at-risk students" or to "promote college as an option for minority students." Mentorship programs seem to be most successful if the expressed objective of the program is very basic—e.g., the objective of the program is to help students succeed in school or stay in school or plan for college or have high career aspirations. The core objective becomes the basic message that the mentors bring to the students.

A quality approach depends on using data to make decisions, planning or otherwise. The school staff has data indicating what the students need; for instance, 15% of the seventh graders are failing one or more of their classes; or 8% of the students drop out between eighth and ninth grades, in the transition from middle to high school; or 20% of minority students take the SAT/ACT, whereas 60% of nonminority students take the college entrance tests. This helps mentor representatives focus the message delivered through the program to students, and the school representatives help determine which students would benefit most from the basic message.

The planning team also should agree on the *criteria* to be used to select students for participation in the program. The primary goal, of course, is to identify those students who would benefit most. This includes not only students who need the message, but those who are apt to benefit from it as well. For example, the mentoring program might benefit students best who are moderately at risk rather than those who are at high risk of dropping out of school, or students whose behavior is good but whose grades are low, or students who have very little or no parental support or who are missing one or both parents.

Characteristics and responsibilities of effective mentors must be agreed upon as well. Mentors should be volunteers who are successful in their adult-world roles, believe in the value of education, have positive messages to give to young people, and are able to feel and express caring for students and their efforts. Mentors must be able to commit to the schedule developed for mentoring appointments and to work within the boundaries of the program, while at the same time remaining flexible enough to help students make optimum use of the mentor-mentee relationship.

When using school staff members as mentors, the issue of additional pay frequently comes up. Such pay provides incentive for teachers to participate; however, once the funding is appropriated, the program often depends upon it. When funding is pulled or the program grows beyond what the budget can handle, the program sputters and dies. In our district, programs using staff members without additional funding have outlasted programs with start-up funding.

Organizational logistics also need to be planned jointly. Considering the program objectives and the realities of the students' school schedules and the mentors' work schedules, the planning team should establish the basic parameters for the time to be spent by mentors with the students. Each mentoring session needs to be long enough for a conversation (30 minutes) or an activity (e.g., "field trips"). Sessions should occur regularly (daily, weekly, monthly), and continue for a long enough span of time to allow the relationship to develop (perhaps a grading period, a semester, or a year).

Mentor's Role

Grounded by the basic message of the program, mentors interact with students as adult friends. As such, they can help meet adolescents' needs to be listened to, communicated with, respected, and cared about. In fact, Rogers's (1961) "unconditional regard" is possible in a mentoring relationship since the mentor and student have no other relationship. The mentors must be trustworthy—i.e., they follow through on what they say they will do. As adults, they model personal, career, social, and, in some cases, educational responsibility. Mentors also should model healthy self-esteem, honesty, and integrity in adhering to their own standards and values.

Mentors are not professional counselors. Students often will be facing quite complex problems, but mentors must not attempt to solve these problems for or even with them. The friendship should provide a student with a respite from problems. Mentoring is not tutoring. As discussed earlier, the goals of mentoring programs are to improve students' attitudes and/or feelings. In contrast, the objectives of tutoring programs are to help students acquire skills or knowledge that they have not yet learned through instructional programs. A mentoring program—even one staffed by school personnel—is also different from an advisement program. The purposes of student advisement/teacher advisory programs include ensuring that students have the information they need and a system that supports their making educational choices. The mentor-student relationship is more limited, both in expectations and in duration. In addition, mentors should be discouraged from seeing themselves as surrogate parents.

Mentor Training

The professional school counselor, who is the mentor program facilitator, provides training for the mentors. Both initial and follow-up training are essential. Initial training ensures that mentors have the skills and understanding they need to get started; follow-up training responds to the mentors' needs as their mentoring relationships develop. Training may be provided in a variety of formats (lecture, handouts, role plays). The number of sessions may vary, from one initial and one follow-up to a full 16-week course.

Our district's counselors involved in training have agreed, however, on the content. Mentors of adolescents and young adolescents need to understand developmental characteristics and have skills for building relationships with them. They need to know that teenagers want someone to spend time with them, listen to them, care for them, and respect them. Mentors need to be effective communicators, with special emphasis on listening skills. In fact, most training formats have included practice in listening for the would-be mentors. Ideas for conversation starters and ways to question to elicit more than yes or no answers are helpful for friendship development. The mentors also need to understand how to nurture motivation. Training usually includes practicing ways to encourage young people.

It is important as well to ensure that mentors have guidelines about when to refer students back to the counselor for help with more complex or serious problems. Some understanding of the counseling profession's ethical standards is valuable. In addition, discussion about responsiblities and boundaries of confidentiality is essential to avoid potential problems and misunderstandings.

Initial training provides the counselor with information critical to the success of the mentoring program. Such training

- allows the counselor and mentors to know each other, giving the counselor information as the challenging task of matching mentors and students is approached.
- provides the counselor the opportunity to model effective communication skills with the mentors.
- establishes a climate of trust between the counselor and the mentors.
- paves the way for mid-course improvements to be made, if difficulties arise during the course of the program.

HOW IT WORKS

Once program planning is under way; the purpose, goals, and objectives have been established; the mentor role has been defined; and the training procedures have been outlined, the counselor is ready to begin implementing the program as follows:

- Identify mentors.
- Identify students.
- Match students and mentors.
- Hold mentor-student meetings.
- Involve parents.
- Hold counselor-mentor debriefings.

Each of these steps is described briefly below.

Identifying Mentors

The planning committee should consist of at least one member of the business community. This person's primary responsibility is to recruit volunteer mentors. If a group such as a service club or a local chamber of commerce is providing the mentors, at least one of the leaders of that group should be part of the planning team with responsibility for recruitment. If one business is supporting the program, a representative from the concern's human resources department is often the link. Recruiting includes explaining the program purposes and commitments required, as well as soliciting volunteers for the program. Most groups or businesses have in-house committees, as well, that plan and organize participation.

The school counselor/program facilitator follows up with a confirmation letter and an invitation to an organizational meeting/initial training session.

Identifying Students

Depending on the size of the program and the familiarity of the counselor with the students, the selection process can be informal or formal. Counselors, teachers, administrators, and parents may refer students they feel would benefit from the program. Students are invited to apply as well. After an explanation of the program and its purposes, a key question to ask students is, "Why do you want a mentor?"

As students are selected it is important to remember that the mentors will make some judgments about your school and your program based on their contacts with the students. Some consideration needs to be given to public relations. Students selected should (1) want to participate in the program, (2) understand how the program works, (3) commit to appropriate behavior, and (4) be provided a way out of the program if it is not working for them.

Matching Students and Mentors

In our experience, one-on-one mentor-student relationships are most effective. Our district also has used teacher mentors to meet with a group of students daily or weekly. Depending on the teacher's skills, this arrangement has worked to some extent, but group personal interaction is harder to manage and often becomes similar to a class or—even more inappropriately—to a group counseling session. Although groups provide services for more students, the essence of the mentor-student relationship—a special friendship—does not develop for most students in a small-group setting.

Depending on the objectives of the program or the students' circumstances, some personal factors (such as cultural background or gender) may need to be considered in matching mentors and students. A student without a mother would benefit from a female mentor and a fatherless student would benefit from working with a male mentor. A program with the objective of encouraging minority students to consider college as an option would match students and mentors by cultural and socioeconomic background to enhance rapport and credibility. A caution: when using community mentors, care should be taken to avoid dual relationships—i.e., students and adults who know each other in another setting.

Often teachers serving as volunteer mentors are allowed to choose their mentees who are considered at risk of dropping out of middle or high school. With this approach, teachers meet with the counselor to discuss some areas of concern in regard to student needs. With due regard to ethical standards, teachers are assigned to those students they either do not have in class or do not know, whichever they prefer. The mentor/mentee relationship is expected to last for a school year.

The Mentor-Student Meetings

The initial meeting between the students and their mentors-to-be is critical. Some schools conduct large group "mixer" type gatherings, others do it in individual pairs or in small groups, depending on the mentors' schedules. It is not unusual for all the mentors from one business to come at the same time. This allows the total group to begin by participating in a group exercise. The success of this first meeting is key to the success of the mentor-student relationship, so the counselor should help the mentors plan how they will lead this encounter. Consideration is given to using a get-acquainted activity or just easy conversation starters (see Appendix B). It is helpful if the mentors have some structured idea about getting acquainted—which usually means sharing information about themselves—since many teenagers are shy or feel timid during initial encounters with unfamiliar adults. It is important that the mentors-to-be realize that the students, too, are volunteering to participate in the program and come with hopes and expectations for the relationship, just as the adults do.

After the counselor facilitates the first meeting, scheduling of meeting times is best done by the mentors and the students. Working out schedules provides experience with solving a small problem together and begins to build the relationship. At this point the counselor needs to avoid micromanaging" and let the pairs develop their own interactive style.

Parental Involvement

Parent involvement may be the tricky part of this program. Many students need mentors because of the lack of parent involvement in their schooling. Our district believes that parents have a right to know about special programs in which their children are involved. Part of the student application process includes seeking parent permission for the child to participate.

We have learned that the more parents participate in joint mentor-student-parent activities, the more effective the program is because parents learn ideas and/or skills that help them support their kids better. The school might wish to provide an activity for parents to get acquainted with the mentors. Mentors are encouraged to contact the parents periodically. Mentors also can encourage students to share information about their discussions or activities with their parents. As the project develops, newsletters can be sent to interested parties. Joint meetings with guest speakers of mutual interest also have been used successfully.

The degree and manner of parental involvement, like everything else, relates back to the objectives of the program and the realities of the students' circumstances. Given some of the characteristics of adolescents and their relationships with their parents, it is important that parental involvement adds to and does not interfere with the development of the mentor-student relationship. The planning team should discuss this aspect of the program thoroughly as the developmental process unfolds.

Mentor Debriefings

The professional school counselor leads mentor debriefings periodically to

- continue the training of the mentors as needed,
- resolve any problems as early as possible, and
- allow mentors to share successes that they have had or are having.

Ongoing assessments are a quality approach to solving problems as early as possible in a process, and to continuously improving processes.

Successful mentor-student relationships are very powerful experiences for the mentors and need some processing. Relationships that do not develop as the mentor hopes are painful and need to be facilitated. This debriefing also provides opportunities for the counselor to make recommendations about resources for additional services that appear to be needed by students, their families, and/or the mentors. Information gained during these meetings can be brought back to the planning team and are a good vehicle for continuously improving the program as a whole.

HOW TO EVALUATE

As with any program, evaluation is based on the program objectives. One of the tenets of quality management is that if it can't be measured, it can't be improved. The mentorship program may be one intervention that a school is using to address the goal of decreasing the drop-out rate, but the objectives of the mentorship program as established by the planning team are even more concrete. Having agreed on the basic message of the program, the planning team establishes process and/or product objectives for the program. Examples of process objectives are such items as 25 mentors will be provided by XXX Company, or 15 mentor-student interactions will occur per mentor-student pair. Product objectives are such items as 65% of the eighth graders with mentors will improve their school attendance, or 99% of the 12th-grade academically talented students with mentors will complete satisfactorily a career choice-related independent research project.

Formative evaluation is also useful. Simple checklists can be developed and forms given to mentors and students from time to time to assess progress toward the objectives. For example, if one of the consistent activities is for the student to set incremental goals to discuss with the mentor, accomplishment of these can be tracked and aggregated. Likewise, if the mentor sets incremental goals, these also can be tracked. For example, one mentor still cites as his best success a student, with a historical pattern of not talking to adults, who after three weeks actually initiated a topic in their conversation.

Of course, when target program objectives are met, the stronger is the commitment to continuing the program. Therefore, it is critical that, prior to program implementation, results that will satisfy both school and community-based investors in the program are identified. Care should be taken not to expect dramatic results. For example, the grades of all student participants will not improve, although over time most students' grades, behaviors, and attitudes do change for the better. Our recommendation is that these more gradual positive outcomes be added to evaluation reports as additional benefits of the program. Much harder to measure, but also apparently true, is the fact that the impact of the mentoring relationship on the student depends to a large extent on the personality and investment of time and effort by the individual mentor.

Because a mentorship program is an affective intervention, "soft" data are readily available and should be gathered. Mentors and others observe that students' attitudes improve, their feelings of self-worth are enhanced, and they seem more optimistic about what their future will bring. Providing ways mentors can share these results enhances understanding of and commitment to the program. For some at-risk youngsters, a mentoring relationship may be the first time that a responsible adult has ever been involved with their lives (especially school life), and an adult has paid attention to their needs, wants, and goals. Over the course of a year many positive outcomes will be achieved and should be recorded. Participants' satisfaction with the experience is a good barometer of the positive outcomes reached. Short-answer questionnaires provide an easy vehicle for gathering this information (see Appendixes C and D).

KEYS TO SUCCESS

Program Implementation

Successful mentorship programs—those that provide a quality experience for students and for mentors—are

- true school-community partnerships,
- require administrative support,
- involve parents,

- have realistic and specific objectives,
- carefully select students and match them with appropriate mentors, and
- provide mentor training, including periodic debriefings (Smink, 1990).

Professional School Counselor's Role

Mentorship programs are extensions of quality school counseling programs. Therefore, counselors have responsibility for

- identifying the students who would benefit most from the mentoring program,
- leading the planning and designing of the program,
- facilitating program development and operation,
- representing the school half of the partnership,
- helping to clarify the focus of the program,
- helping to define the role of the mentors,
- enhancing parent involvement in the program, and
- training and guiding the mentors.

Critical to the success of mentorship programs is the leadership and facilitation skills of the professional school counselor. In essence, a functioning mentor-student relationship is a self-managed team that attempts to meet the requirements of each member, and plans together how to improve the process in which it is involved. That, in essence, is an example of quality principles in action.

REFERENCES

Rogers, C. (1961). *On becoming a person.* Boston: Houghton Mifflin.

Smink, J. (1990). Mentoring programs for at-risk youth: A drop-out prevention research report. Clemson, SC: National Dropout Prevention Center.

APPENDIX A
Mentoring Program Interest Survey

Name ____
Last First Middle Initial

______________________________ ______________
Mailing Address Home Phone (Optional)

______________________________ ______________
Name of Business Position/Title

______________________________ ______________
Business Address Business Phone

Please describe your general interest (how you spend your free time):

____

____

____

ENERGY ACTIVITY LEVEL: ____ High ____ Medium ____ Low

PLEASE DESCRIBE YOUR PERSONALITY:

____ Quiet
____ Shy
____ Happy
____ Friendly
____ Outgoing
____ Talkative
____ Listener
____ Caring
____ Inquisitive
____ Adventuresome
____ Confident
____ Sensitive

Other comments: ____

____

APPENDIX B
Suggested Discussion Topics for the Mentor Program

INSTRUCTIONS: Use the activities below to aid your mentor sessions with your student. Sometimes an ice breaker can lead to good discussion; feel free to draw from this list as you need. Also be sure to add other activities that work for you so we can expand and share these ideas.

1. Discuss the determination of someone famous; then ask the student to explain times he or she has shown determination. Discuss.
2. Share a story, article, etc., about someone being honored for something. Discuss the kinds of things your student would like to be honored for now and in the future.
3. Ask your student to predict his or her future; this can be immediate or long-term.
4. Discuss what short- and long-term mean. Discuss strategies to accomplish the predictions, and avoid obstacles, to the predictions made for question 3.
5. Ask your student about the person he or she most admires. Discuss reasons why your student feels this way and allow the student to compare and contrast himself or herself with this person.
6. Discuss one or two successes your student encountered this week. Analyze why he or she was successful.
7. Each of you write down *two* goals you want to accomplish this week, and without disclosing them to each other, put them in an envelope and seal it. At the next meeting, remove them individually from the envelope and discuss how you accomplished them or why you did not.
8. Have the student select one inanimate object from home that represents something positive to him or her. Discuss how this object makes the student feel and why. The same can be done with a school object.
9. Discuss with your student his or her idea of the *ideal* day (morning to evening). Talk about ways to mesh these ideals with what the student's day is *really* like.
10. Ask your student to tell you about a funny story or event he or she heard or experienced. Discuss why the student finds this story humorous.

11. Discuss what your student did this week that made the student proud of himself or herself. Discuss why.
12. Ask your student to see himself or herself from a best friend's point of view (parents' point of view, teacher's, etc.). Discuss what that person would say about the student and why.
13. Ask your student if there is anything he or she wishes that someone special knew about the student. Disclosing the person or information isn't necessary; simply discuss strategies for getting that undisclosed message to the desired person.
14. Ask your student to list three positive attributes about a parent, schoolmate, teacher, etc. Discuss why these attributes are important to him or her.
15. List with your student the phrases he or she hears that make him or her feel bad ("stupid idea," "teacher's pet," "nerd," etc). Discuss why students often use phrases like this to disguise feelings and how they are used to manipulate peers.
16. Ask your student to choose an item of his or hers that he or she would like to pass on to the next generation. Discuss why and what the student hopes to tell them with it.
17. Discuss how your student's different course can help him or her better as an adult.
18. Ask your student to name a school rule he or she would like to see changed. Discuss possible results of such a change and alternatives. Also discuss ways to suggest and implement this change from a student's position.
19. Discuss with your student a major project or report he or she has due in the near future. Brainstorm an action plan and time frame for accomplishing the project.
20. Ask your student to list three inner qualities that he or she recognizes in himself or herself. Encourage the student to give examples of things he or she does that lead to those conclusions.

APPENDIX C
Student Evaluation Questionnaire

Name ______________________ Please return to ______________________

Please circle or underline your answers.

1. Did you enjoy meeting with your mentor? yes no
   Please explain your answer ______________________

2. Did you feel the meetings occurred:
   a. too often b. not often enough c. about right

3. Did you discuss the mentor program with any of your family?
   yes no
   Please explain your answer ______________________

4. How has the mentor program helped you? ______________________

5. What did you like best? ______________________

6. What suggestion do you have for improving the mentor program?

7. Would you recommend the mentor program to a friend?
   yes no
   Please explain your answer ______________________

8. Do you have any other suggestions for how we could make the mentor/student contacts more meaningful?

9. Would you like to participate in the mentor program next year?
yes no

10. If so, would you like to have the same mentor?
yes no
Please explain your answer

Thank you for sharing your comments with us as they will be of great value to the future of this program.

APPENDIX D
Mentor Evaluation Questionnaire

Name ____________________ Please return to ____________________

Please circle or underline your answers.

1. Have you noticed any improvement in attitude, confidence, level of knowledge, or maturity of the student you are monitoring?
   yes no

2. Did you feel a positive relationship has developed between you and your student?
   yes no

3. Was the present system of scheduling meetings with your student on a regular basis, plus allowing you to make your own arrangements, satisfactory?
   yes no

4. Would it be easier to make your own arrangements?
   yes no

   If yes, explain ______________________________

5. Should mentor/student meetings occur:
   a. more often b. less often c. about the same

6. Was the $2.50 per person per lunch:
   a. too high b. about right c. other

7. Should items have been added to or deleted from the orientation session?
   yes no

   If yes, explain ______________________________

8. Have you encountered any problems?

   yes no

   If yes, explain

9. Did you have any problems checking in?

   yes no

   If yes, explain

10. Were your mentor sessions?

    a. productive b. need more focus or particular goal in mind

    c. OK as is

11. Is there additional information or assistance that would have been helpful to you?

    yes no

    If yes, explain

12. How did you feel about the interaction between you and your student?

13. In what ways did you see the mentor program as being successful?

14. Do you have any suggestions about how we could improve the mentor program?

15. Do you have any suggestions about how we can make the mentor program more meaningful?

16. Would you like to participate in our mentor program next year?
yes no

17. If so, would you like to mentor the same student?
yes no

Please explain your answer ______________________________

____

18. Do you know of individuals or a group of individuals who would be interested in participating in this program as mentors?
yes no

19. Is there any way our __________ High School personnel can help to improve the program?
yes no

Please explain ______________________________

____

20. Any additional comments: ______________________________

____

____

Thank you for sharing your comments with us as they will be of great value to the future of this program.

13. Telling and Selling Customer Satisfaction: Advocacy

Rosalie S. Humphrey and Judi A. Myer

RATIONALE AND INTRODUCTION

Futurist Joel Barker has said, "When the paradigm shifts, everyone goes back to zero." The paradigm is shifting in public schools today. Schools have no choice but to change or to wallow in mediocrity. The factory model of education may have worked 60 years ago, but it is an anachronism in today's technology-driven world.

In this book Burgess, Dedmond, and their contributors have attempted to create what Peter Senge (1990) calls a "shift of mind" for school counselors and school leaders. They have created a model for change (the Educational Quality Improvement Process Model) and organized the book around the four key components of the model. The heart of the model is orienting the school to meet the needs of the primary customer—the student.

Restructuring our public schools involves change on a massive scale. But change will not occur unless people decide to change—to shift their thinking and behavior. The inescapable fact is that schools cannot restructure how educational services are delivered to students without a new kind of leadership. Leadership that can restructure relationships between students and teachers; between teachers and principals; between counselors and principals; between and among counselors, teachers, and principals; between principals and central office personnel, will be successful. Relationship-building leadership that fosters commitment to change can become an organizational shift of mind.

Senge also notes that organizations—to survive into the next century—must become "learning organizations." For this to happen, teamwork and team learning must occur. When an organization commits to implementing total quality management (TQM) as a systems approach to improving how work is done, it is committing to a team-driven organization. The heart of TQM is the empowered, self-managed team.

For school counselors to be involved in—indeed, help lead—the restructuring of public schools, they must address the following question: How can the school counseling program be integrated into the central purposes of the school?

When school counselors and the school counseling profession can answer this question, counselors truly will become leaders of school reform. And where and when school counseling programs are so integrated, advocacy for school counseling by satisfied customers will be a logical consequence.

ADVOCACY

The *Random House Dictionary* defines advocacy as "active espousal: recommending and supporting." By its very definition, the key word is "active." Earler chapters have addressed student performance outcomes associated with the implementation of quality principles. The proven results from the world of business, which are only beginning to be considered by the education profession, require an active, comprehensive team effort in each and every school that is serious about change. But to create change, you first have to understand the environment in which you operate.

BACKGROUND

Burtnett (1993) decried the lack of involvement of school counselors in the national school reform movement. A recent "think tank" sponsored by the American Counseling Association (1993) noted such problematic external factors associated with the perceived effectiveness of the school counselor as conflict between the purpose of counseling and the structure and goals of schools, misunderstanding of the school counselor's role, lack of research on school counselor effectiveness or impact of counseling programs, and site-based management.

Internal factors identified by the ACA think tank that were found lacking within the counseling school environment included confidence in counselors' skills, lack of accountability—no database, poor internal relationships within the school, no perceived role in student academic achievement, poor time management/inability to order priorities—and, perhaps most disturbing of all, inflexibility and resistance to change.

The Virginia Department of Education (1990) commissioned a study to ascertain the status of the implementation of *Guidance and Counseling Standards of Learning*, which was begun in 1984. *The Standards of Learning* (SOLs), are written in student outcomes format. The study was based on responses from 3,686 individuals and interviews. Responses were obtained from counselors, teachers, principals, superintendents, guidance supervisors, instructional leaders/curriculum supervisors, special education administrators, parents, students, and counselor educators. Significant findings showed that the guidance program goals were not communicated clearly; measurable criteria for standards and program evaluation were lacking; there was over-reliance on individual counseling as the primary delivery system; career awareness and partnerships within the school were lacking; and there was little communication among practitioners and counselor education programs. Burtnett's article (1993), the ACA think tank report (1993), and the Virginia Department of Education Study (1990) show school counseling programs are not all they should be and need to become.

It is school counselors, themselves, and the school counseling profession that must take the lead in redefining what professional school counseling means in the 1990s and beyond. It is ironic that at the same time that school counseling programs are misunderstood and the skills of counselors are underused, the nation's need for a different kind of graduate is pressing. The U. S. Department of Labor's report, "What Work Requires of Schools: A SCANS Report for AMERICA 2000" (1991), clearly outlines competencies necessary for workplace know-how. These competencies include interpersonal skills; thinking skills (including making decisions, solving problems, seeing things in the mind's eye); and personal qualities, including responsibility, self-esteem, self-management, and integrity. The SCANS report contrasts the schools of today with those of tomorrow. It concludes that schools of tomorrow will focus more on thinking skills, ongoing assessment of student performance by teachers, and cooperative problem solving by students in learner-centered classrooms. The outcome of this kind of schooling is clear: All students must learn to think. Translated into quality terms, emphasis will shift from the suppliers of education to the customer—the student.

APPROACH

How can the school counselor overcome misunderstanding and misdirection of the school counseling program? How can the counselor gain advocates for developmental school counseling and advocate for needed changes? This book has attempted to show how creating a new paradigm for the school counselor and the school counseling program—a program that shows measurable outcomes—can create a shift of mind in the customers of the counselor. The vehicle proposed in Chapter 1 for a new paradigm for school counseling is the Educational Quality Improvement Process (EQUIP) Model. The EQUIP Model is implemented best as a team approach to helping students learn more effectively and efficiently. Other chapters—notably 4, 5, 8 and 9— show examples of team approaches. Additional chapters (with the exception of 2 and 3) describe collaborative approaches to meeting student needs.

The route to reshaping and redefining the role of the professional school counselor, and to gaining advocates for school counseling, is clear: satisfied customers are always the best advocates for quality products and services they receive. Satisfied customers increase their demand for what they really want.

The remainder of this chapter is not a litany of public relations activities on the part of counselors. Public relations, of course, is very important. However, if the only time the school counseling program is noticed is during School Counseling Week in February every year, it is not likely that the program has been integrated completely into the central purposes of the school. Marketing your successes is always a challenge, and it is important. But first you must have a success story to sell.

A quality approach to managing a school counseling program can be the basis for creating an advocacy plan for each counselor and/or counseling department in the school. In this approach the school counselor/counseling department will address the following questions:

- Who are my customers?
- Am I communicating with my customers often in a variety of ways?
- What do my customers require from me?
- Am I meeting my customers' requirements?
- How can I measure the results of my program?
- Am I using customer feedback to continuously improve the school counseling program?

Ongoing communication between the counselor and his or her customers, and ongoing assessment/evaluation of the counselor's activities, are critical in a customer-focused approach. However, without measurable results, the counselor cannot communicate positive outcomes to his or her customers and cannot document program improvement. There is a saying about TQM: If it can't be measured it can't be improved. Measurement of the outcomes of school counseling programs is difficult, but it is possible and essential.

Who Are My Customers?

In Chapter 1 Burgess said that involving all the customers of the counselor—anyone and everyone who receives outputs from what counselors do—can be accomplished best by creating a School Counseling Advisory Team. The responsibility of the advisory team is to give constructive input and feedback, to act as a sounding board, and to convey legitimacy to the counseling program. It does not have authority over the counseling program but is representative of all the cutomers of school counseling services.

Am I Communicating Often with My Customers Often in a Variety of Ways?

In addition to the advisory team, there are many other ways the counselor can stay in touch. For instance:

- Use pre- and postmeasures by teachers who refer students for counseling.

- Give short customer satisfaction surveys after teaching integrated learning units, at the conclusion of small-group counseling, after giving staff development/in-service training, or after any counselor initiative has concluded.
- Place a short summary of counselor activities each week in the principal's and teachers' mailboxes.
- Meet with grade level/department teams on a regular basis.
- Become part of the school improvement team or its equivalent.
- Become an active member of the PTA/PTO executive board.
- Make presentations to PTA/PTO meetings and community organizations.

What Do My Customers Require from Me?

Short needs assessments before the school year begins and short program evaluation/feedback input at the end of the year are excellent ways to determine needs and areas for program improvement. Even easier—but you have to mean it and show you will follow up—is to ask your customers regularly: What can I do to support your efforts?

Am I Meeting My Customers' Requirements?

Survey data provide an excellent way to answer this question. However, data collected but not analyzed are just numbers and words. They must be analyzed to become information that can improve your program.

How Can I Measure the Results of My Program?

Two types of data can be analzyed and used for program improvement: ongoing assessment of activities and year-end program evaluation. Each chapter (except 2 and 3) shows specific ways to do both. Chapters 1 and 4 contain ideas on how to approach both types of data. You must always keep in mind that when you ask your customers what they think about your program they will sometimes focus on the negative. That is to be expected. If you want to improve your program, you will take the negatives and turn them into positives, there are no shortcuts. The positive aspect of data collecting is that once you establish baseline measures for your key work processes—your key outputs for your customers—you will be able to show measurable improvement to all your customers and to key decision makers, such as your principal and local school board.

Am I Using Customer Feedback to Improve the School Counseling Program Continuously?

If you systematically gather and analyze the results of what you do; systematically ask for ideas on how to improve your program and its services; and show your customers how you are using their input, you will gain not only support and understanding, but advocates for your program.

Think for a moment about the best restaurant experience you have ever had. Think about how you were treated as a customer, how your every requirement was met or even how your expecations actually were exceeded, how you were valued as a person whose satisfaction mattered to the restaurant's ownership and its employees. Then think about your program. Would the process improvement approach outlined in Chapter 1 lead to satisfaction for your customers? Can you make the commitment to redefine your program and recommit your efforts to be the best school counselor you can be? Can you seize the opportunities?

Consider the following illustration. A simple but thoughtful Arizona man, one most people would not have labeled as exceptional or even out of the ordinary, started a small gas station. One day, as he was sitting at his desk and watching one of his young attendants fill a customer's gas tank, it occurred to him that the customer had money in his pocket for more than just gas, and there were things that the customer needed or wanted, and would pay for, if the items were displayed where he could see them. So the man began selling other items: fishing tackle, hunting and camping equipment, and an expanded grocery line beyond soft drinks and candy. Our Arizona friend saw an opportunity and he did something about it.

It all started with an average hard-working man, watching a customer who was standing around with money in his pocket and nothing to spend it on. He hatched a plan and took a risk. Others would have been content to maintain the status quo; this man had the vision to be more. Our friend in Arizona was customer-oriented. He anticipated and exceeded his customers' expectations. Not surprisingly, most of the gas customers in town began coming to his station. What our friend realized was that he wasn't in the gas business after all; he was in the customer satisfaction business.

Maeroff (1993) outlines how building a nucleus of committed people in each school is becoming the preferred route to fundamental change. The team approach is seen as a way to sidestep the institutional resistance to change that lone reformers meet. The team approach is key. But it is the counselor who must reach out and show how he or she can contribute to the school team. This book details many ways counselors can contribute leadership to the school-at-large by meeting student needs.

FROM POTENTIAL TO ACTION

In a recent movie, a character played by Clint Eastwood says, "I know things about people." The same can be said for school counselors. They have unique skills and experience with people every day who are trying to change their behavior. Unfortunately, counselors in too many schools have not sought opportunities to show how they can contribute to positive student outcomes—to show what they know.

If school counselors want to gain advocates for their programs, they must know who their publics are and how they can serve (and gain as advocates) each one uniquely. Advocacy is much more than good public relations—it is relationship building. You, the school counselor, can be an effective advocate for a new leadership role by telling and selling your knowledge and commitment to those with whom you have working relationships.

There is always risk involved in stepping "out of the box." However, it helps to have a road map. The EQUIP Model and the process improvement plan outlined in Chapter 1 can be such a guide. The EQUIP Model is a total quality approach and the opposite of the inputs-driven factory model of education.

The American School Counselor Association (ASCA) also stands ready to assist the school counselor and the school counseling profession. Its mission reads, in part: ". . . to promote excellence in professional school counseling." ASCA has a wealth of information and public relations strategies, and its leadership is committed to its mission. In the think tank mentioned earlier, the ACA/ASCA leadership group envisioned the school as part of a learning community. They saw professional school counselors as case managers of individual learning plans, community ombudsmen, and interpersonal skill development facilitators. But the think tank perspective was at a macro level. At the micro level of school counseling, the school building level, each individual school counselor must provide the most necessary ingredient—the bridge to team building and systems change—leadership through commitment, communication, and risk taking.

The new leadership required to forge commitment among professionals—to forge a learning organization—cannot be accomplished without the implementation of three key strategies: communication, communication, and more communication. Communication skills are the leadership skills of the 21st century. Counselors can and must use their communication skills to help spearhead fundamental change in education.

Counselors can contribute much to the school team that wants quality outcomes for students. And by aligning their program with the central purposes of the school, counselors can answer the fundamental question posed at the start of this chapter. It is by telling about and selling their successes that counselors will enlist the advocacy of their customers. As our friend in Arizona would tell you, word of mouth advertising is the best there is—and it's free.

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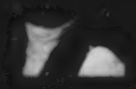

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